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The Prince George's County, Maryland Board of Education developed this curriculum guide for teaching German to high school students in a 3-level culturally-based audiolingual program. A brief introduction consists of teacher recommendations, guided study period suggestions, and an article reflecting a teaching philosophy. Following are three sections that consider in detail (1) the basic course materials and objectives, (2) the development of specific language skills, and (3) teaching methods and techniques for each level of instruction. Extensive concluding portions discuss grammatical generalizations, tests, cultural information, the use of visual materials, and various ancillary items. Five appendixes treating the language laboratory, the use of the overhead projector, library purchases, study suggestions, teacher self-evaluation, and cognate study are followed by the words and music for a number of German songs and English background reading and professional bibliographies. See ED 014 259 and ED 014 260 for other Prince George's County curriculum guides. (AF)

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GERMAN

Curriculum Guide

LEVELS I – III

GRADES 10 – 12

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ACKNOWLEDGEMENTS

This curriculum guide is the work of a number of German teachers and the supervisor of foreign languages.

The major contribution has been made by Mrs. Esther Monke, German teacher at High Point Senior High School, who has unstintingly addressed herself for the past three years to the task of organizing, researching and writing the materials which comprise this guide. A debt of gratitude is owed Mrs. Monke for her dedication to this project.

The following German teachers also made invaluable contributions to various sections of the publication:

Mrs. Rhoda Moore - DuVal Senior High School
Mrs. Vanda Giedrys - Bowie Senior High School
Mr. Norman Morrison - Crossland Senior High School

All parts of this guide are based on the experiences and suggestions of the German teachers of our school system as reflected in numerous classroom situations.

Miss Trudy Gilgenast of the German Department of the University of Delaware reviewed the contents of this guide, particularly the section on grammar.

The supervisor of foreign languages was responsible for over-all editing and compilation, and for preparing the sections on methodology together with Mrs. Monke.

As new German teachers study and use this guide it will become obvious to them that the German program in the Prince George's County Schools is committed to the development of the fundamental language skills and of understanding of the culture of German-speaking peoples.

Teachers are encouraged to submit suggestions for changes, to be incorporated in a future edition of this guide.

Dora F. Kennedy

Dora F. Kennedy
Supervisor of Foreign Languages

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SPECIFIC RECOMMENDATIONS TO THE TEACHER

1. Take advantage of every opportunity to explain the program to parents, e.g., the first week of school, the first PTA meeting, "Back-to-School Night," and subsequent meetings.

2. Explain to the students in the first week of school what is expected, the nature of the methods and the reasons for them. Evaluate with students periodically to see if suggestions for study are being followed. Explain importance of daily work.

3. Teach the students to use structures and lines of dialogue in new context. Stress individual responses.

4. Show pupils how each homework assignment is to be done. Do part of the assignment with the class during a guided study period instituted by the teacher at various times. (Refer to Appendix D, "How to Study a Foreign Language.")

5. Establish definite classroom procedures for each type of activity, e.g., dictation; spelling.

6. Establish definite standards of classroom discipline.

7. Teach students how they are expected to respond to recorded material in class, or in the language laboratory.

8. Explain that grammar means "how the language functions." Explain terms as needed in connection with formulation of grammatical generalizations. In addition, grammatical principles should be taught in depth in a senior high school foreign language program.

9. Establish the fact that the student will be tested and graded on all four skills.

10. Inform your students in detail concerning the grading scale used in your class. School policy concerning grading must be followed.

> Students should be taught how to study a foreign language, that is, what the class period does for them and what they must do for themselves.

Teachers who are new to the senior high school should acquaint themselves with the characteristics and needs of young people of this age level. The texts listed below are recommended. They and others are available at the Materials Center of the Board of Education.

Gesell, Arnold, et al. Youth: The Years from Ten to Sixteen.
Harper & Row, 1956. Elmsford, New York.

Havighurst, Robert J. Human Development and Education.
Longmans, Green, 1953. New York, New York.

Guided Study during Class Period

In senior high school from time to time the teacher should conduct a guided study period, aimed at instruction in how to study a foreign language. Special attention in this are would

1.) help the student to succeed in studying the target language; and

2.) give him a basis for success in studying another foreign language, in some cases, even on his own.

However, the central purpose of such a period is to take up with the students, in a systematic manner, the study habits and techniques necessary for success in a foreign language (all four skills). Students at this level of maturity require much assistance in developing such habits, particularly since the foreign language course differs significantly from the other academic subjects in which the pupils are enrolled.

Two aspects of the problem should be considered by the teacher:

1. Explanation of methods, at the students' level of understanding.

   Students have a right to some insight into the teaching of foreign languages, with its emphasis on the "four skills," and also into the reasoning behind the methodology.

   a. Why is it necessary to memorize lines of dialogue, drills, vocabulary?

   b. Why must grammar be understood, and why are grammatical terms important?

   c. Why is repetition necessary?

   d. Why is the class conducted in the foreign language except for a special period of explanation and discussion?

   e. Why are both understanding the grammar and automatic control of the material essential?

   f. Why is a thorough knowledge of the verbs required?

   g. Why is daily homework, oral or written, so important to foreign language study? (Teacher should point out that this probably is the only subject usually not reinforced outside of class in their daily living.)

   h. What is the nature of a skill? (It is cumulative and requires constant practice, for example.)

2. Discussion of specific activities which must be carried on in the foreign language class; direct instruction should be provided on how to carry out the daily tasks necessary to master the lessons.

   a. How to practice the dialogue at home.

   b. How to use the student records.

   c. How to prepare each specific assignment. (Examples should be done in class.)

   d. How to study vocabulary.

   e. How to study the spelling of new words.

f. How do we carry on oral work in class? What are the standards of behavior during oral work?

g. How do we carry out a dictation exercise? What is its purpose?

h. What is expected of each student during the use of recorded materials in class?

i. What shall be the procedures and standards in the language lab?

j. What must be the standards for written homework? (The importance of correctly placing accent marks.)

k. What different kinds of tests do we take and the procedures?

Obviously there are other aspects of studying a foreign language which the teacher will take up as they arise. There must be an on-going plan for guiding the pupils in their study. These guided study periods should not be conducted by the lecture method, but should involve the students in discussion of their problems. Individual attention is an important part of this period of study. A negative approach to the problems of foreign language study should be avoided. The possibility of success should be emphasized rather than a constant threat of imminent failure.

Two over-riding characteristics of controlling a foreign language should be consistently pointed out to pupils. These "tricks of the trade" have been mastered by all non-natives who speak and read a foreign language fluently:

1. When speaking (or composing in) a foreign language, the speaker should train his mind to "race ahead" of what he is saying, so that he can keep what he says within the framework of vocabulary and structures which he knows. He should be trained to revise, in process, so to speak, that which he is going to say in order to avoid becoming entangled in structure which he cannot handle. Pupils should be made aware that all non-native speakers of a foreign language must engage in this type of mental activity. The degree to which an individual needs to do this is a function of his ability, the length of time he has practiced the language, and the extent of his experience with native speakers.

   Pupils must be objectively trained in this technique if they are to become creative speakers of the language. They should be made aware of this phenomenon from the very beginning of formal study.

2. As the emphasis on reading increases in the courses, pupils should be made aware of roots, prefixes and suffixes in the foreign language. English cognates and derivates should be also pointed out, with the caution that cognates usually do not have precisely the same meaning in both languages. (cf. merken and mark; weit and wide, in German.)

   Keeping a list of word families (those with similar roots) helps to train the pupils to look for such associations in their reading. The need for awareness of this phenomenon on the part of the language learner cannot be overemphasized. It is one of the major factors operating in reading fluency. It helps to increase the capacity for "contextual guessing" or "sensible guessing," thus increasing considerably the student's passive (recognition) vocabulary. This process must be carried on at all levels of instruction. The foundation for it must be laid in Level I.

An elaborate discussion on this subject can be found in the Northeast Conference Report on Reading, 1967, available at MLA Materials Center, 60 Fifth Avenue, New York, New York 10011. $2.50 per copy.

Another significant article: "Reading in a Foreign Language," by Marjorie Lowry Pei, DFL Bulletin, Vol. IV, Number 4, May 1967, pp. 3-5.

In APPENDIX D of this guide is reprinted a brochure, How to Study a Foreign Language. It is recommended that the teacher reproduce this brochure in toto and distribute it to all students, regardless of level. This brochure may be used in launching a guided study plan. Also the teacher might suggest rather strongly that the pupils should ask their parents to read it. Of course, not all points in the brochure apply to all levels or to all languages; however, it has been effective as an over-all presentation to the students. *

Another valuable reference for students is the article, "Advice to the Language Learner," Modern Language Association of America, in The Modern Language Journal, Vol. L, Number 5, May 1966, pp. 261-263. Reprints are available from MLJ.

In summary, the guided study aspect of the language program is not an activity to be engaged in only at the beginning of the school year, but should continue throughout the year as an integral part of the course.

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* Many schools have a Thermofax machine or equivalent, by which a spirit master (ditto) of the printed material can be made. The ditto master can then be duplicated on the ditto machine. No re-typing of the article is necessary.

METHODS

The following article is reprinted from The Modern Language Journal, Volume LI, Number 1, January 1967, pp. 23-28. This article reflects the philosophy of foreign language teaching in the schools of Prince George's County. Teachers are urged to read it carefully.

Dispelling the Myth

by Richard Barrutia,
University of California, Irvine

Until we know more about speech psychology, applied linguistics, and the ultimate processes of language study, it is doubtful whether we can embody in the form of a set of concrete principles the subject treated in this paper.

The following considerations are submitted with a certain pique caused by the naïveté about linguistic pedagogy among the lay public and even in our own profession. There still exists a related group of harmful and persistent myths about the relative difficulty and values in learning certain foreign languages. Some of the major contributors to and even perpetrators of these myths are many of our own American teachers of German and French. We refer here to the notions so often expounded by these teachers that German, for instance, is harder to learn than Spanish and therefore, that it must be taught in a different way. Another is that German is, per se, such a difficult and complex language that even the native Germans cannot write it well. Still another and perhaps the most harmful is the myth that German is more important and, consequently, a better language to study with regard to literature, history, and science. Those who hold to the last notion often go so far as to say that the world's best literature, philosophy, drama, history, art, science, etc., is written in French or German. These myths even include our foreign language students in their assumptions. It is often surmised that only the brighter students take these languages of "diplomacy" and "science," while the less intelligent ones take an "easier" language like Spanish or Italian. To avoid attempting too broad a scope for a short paper, most of the examples and comparisons from this point on will be between German and Spanish and limited mostly to the linguistic aspects of the problem.

It is our purpose here to see if we can bring some of the sacred cows of our modern language studies into a more reasonable perspective or perhaps even into clear focus, and also to make some resulting suggestions toward a better methodology. A good place to start might be with the linguistic aspects of the teaching of German as compared to the teaching of Spanish to speakers of American English.

It is a well-established linguistic and common-sense fact that the Eskimo language is not difficult for the Eskimos, Russian is not a hard language to learn for the Russians, and so on down the list of the approximate 5000 languages of the world. Since it is a distinguishing mark of the Homo sapiens to communicate orally, what the linguist must make of the above fact is that no one particular language is more difficult to learn than any other for normally-functioning human beings. Indeed, linguists have long argued that no single language is more primitive nor complex than any other. They are simply different from one another. The Germans and French surely must accept their own inclusion along with Spanish in these broad concepts. The distinguished linguist, Charles F. Hockett, mentions the falsity of languages becoming increasingly analytic, then continues: "A further misconception, a sort of corollary of that just mentioned, was the notion that some languages of today, especially English, are more progressive than others, like Spanish and German, because they have developed further in the analytic direction. For this there is no evidence at all."[1] Narrowing our sights a bit, we then discover language families which have carry-over, that is, positive transfer of vocabulary, morphological structures, and certain articulatory phonetic characteristics. However, where a given simplicity occurs in one language, another might have a complexity and vice versa. These odd shifts are not always respecters of family groups. In the final analysis, the total complexity scores of related and unrelated languages come out remarkably even, as Hockett and others have pointed out: "The total grammatical complexity of any language, counting both morphology and syntax, is about the same as that of any other."[2]

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[1] Charles F. Hockett, A Course in Modern Linguistics, New York: The MacMillan Company, 1958, pp. 181-82.

Where a distinct advantage for the language learner does occur, however, is in the above-mentioned positive transfer of family languages. Now we are faced with a different question from the simple original one: Is one language more difficult than another? The question now is: Are there languages which are more or less difficult to learn in view of the learner's own native language? The answer to the latter question must be a resounding "yes." The relatively new methods of contrastive analysis have now shown us what was always logically surmised by good language teachers but never scientifically proven as it is today. "The student of German will have a fair degree of 'sentence sense' in his native English."[3] These contrastive studies have proven beyond a shadow of doubt that the interferences from the native language on the target language are discoverable and, hence, predictable. It was not an unexpected discovery to find that these interferences are considerably less between languages of the same immediate origin and increase in relative proportions as the more distant languages mesh in a common but far-removed source language such as proto-Indo-European. Following this line of thought, then, it is not difficult to see how and why the languages of one immediate family group are more readily learned by native speakers of another language in that same group than are the languages from a different branch.

A simplistic approach to complex problems, however, is never quite as obvious as it would seem on the surface. Though German and English are related historically, their radically different syntactic systems leave only certain constructions, vocabulary items, morphological structures and a few pronunciation features on the positive transfer side of the comparison. But for this, let us again turn to the experts who have done an analysis in depth of these phenomena. In a volume of the Contrastive Structure Series, *The Grammatical Structures of English and German,* Herbert L. Kufner has observed the points of maximum divergence and those of similarity. The sections of this study on German phrase and clause structure as based on the assumption quoted above that the student of German will have a fair degree of "sentence sense" in his native English.

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[2] Ibid., pp. 180-81.

[3] Herbert L. Kufner, The Grammatical Structures of English and German: A Contrastive Sketch. Chicago: The University of Chicago Press, 1962, p. 2.

As was mentioned earlier, many teachers of German insist that because German is so difficult and so different, *it cannot possibly be taught audio-lingually as we would teach an "easy" language like Spanish.* "A maximum use of translation," they argue, "is the only way to teach the peculiar syntactic patterns of German." We should carefully examine the points of positive and negative transference that *really* exist between English and German. We must also pay close attention to what the linguistic specialists can show us concerning the best and most modern way to handle the problems of interference. One of the typical common problems, which Kufner's contrastive analysis describes in detail on pages 38 and 39, concludes that: "*What we have found is that only extensive drills will familiarize the student with this German pattern. Lengthy grammatical or semantic explanations tend to be of no avail*"[4] [Original not underlined] We thoroughly concur with this concluding statement because lengthy grammatical explanations *given too soon* merely deprive the learner of the value of his discovery, create interference in drilling as well as in final utterance control, and leave both student and teacher with a sense of false security assuming that the structure has been taught and learned. In order to internalize the surface structure, that is, to make of it an automatic habit, the student must drill extensively to acquire an almost unthinking possession of the grammatical rule rather than mere knowledge of it.

With regard to adjectives and adverbs, German and English inflections differ, of course, in case, number and gender, and in the so-called German "strong" and "weak" endings. It is well to remember, however, that: "In both English and German adjectives are marked by function in much the same way: they are used to modify nouns ("hot coffee" "heisser Kaffee")"; and that "There is a small number of adverbs in English which is identical in form with the corresponding adjectives, e. g. fast, late, hard, near, early. Although this closed subclass comprises only a few words, it is very important to us as teachers of German since it affords us a valuable means of comparison."[5]

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[4] *Ibid.*, pp. 38-39.

Before going further, let us glimpse some of the same problems in Spanish. In teaching Spanish to English speakers, here too we have the complication of adjectival agreement in person, number and gender, but we lack some of the advantages afforded German teachers, namely the positive transfer of certain English and adverbial structures. Among some of the difficult aspects of teaching Spanish are certain problems which have no comparable equivalent where difficulties of teaching German are concerned. One of these is the double past tense conjugations preterite and imperfect. There is absolutely no positive transference of any kind that can be used as a sure fire way to teach these subtle distinctions; so most linguistically-trained teachers of Spanish approach the problem by pattern drills rather than translation drills. Could it be that Spanish is really harder to learn for Americans, but because it has been better taught it has always seemed easier? Let's analyse this problem further and look at a few other examples of carry-over between English and German that perhaps some German teachers have been approaching incorrectly because of previous firmly-fixed misconceptions.

Function words provide a good case in point. The words which are necessary in a sentence to carry the load of grammatical structures are function words. Content words are said to have lexical meaning, that is, meaning in the usual sense of the term, while function words are said to have structural meaning. In English as well as in Spanish and German, these terms are relative. In the three languages, content words all have some structural meaning such as the class meaning of the part of speech to which they belong. This limited structural meaning tells us that a Spanish word like trabajo is in some vague way both a thing and an action. Function words, on the other hand, have only a limited lexical meaning and often none at all. The to of English to dream, for example, and the zu of German zu traümen seem to have only structural meaning and no lexical meaning whatsoever. It has been common practice for some time now in well-taught Spanish classes to handle the matter of function words by drilling all new lexical items (content words) together with their determiners (function words). Let us see what the most recent thinking is nowadays on this matter for German teachers. ". . . our major teaching effort must be directed at drilling the forms of German pronouns and determiners. Once the students have mastered these forms and are thoroughly familiar with the concepts of case, number, and gender, they encounter little difficulty in their use. "[6]

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[5] Ibid., pp. 57.

It would be worth-while in this discussion to turn also to the phonological aspects of Spanish and German as contrasted with English. As many Spanish teachers know, it is only by prolonged and intensive drilling that we change habits of English word stress into the very different Spanish stress. It would be no problem whatsoever if all the teacher had to do was simply explain that all words, which end in a vowel, an /n/, or an /s/, have a primary stress on the penultimate syllable unless otherwise marked by an orthographic accent. In fact, most students can readily understand this concept and can repeat the rule with ease. But to apply an old Spanish proverb, "Del dicho al hecho hay gran trecho," that is, "Easier said then done," the doing in learning any second language takes constant practice. Let us compare here the two contrastive analyses in question. Stockwell and Bowen have observed: "Spanish regularly has relatively long sequences of weak-stressed syllables uninterrupted by strong stress. In English, there is a fairly regular alternation between syllables under weak stress and syllables under one of the stronger stresses - thus, English prèsentátion, Spanish presentación; English commúnicàte, Spanish comunicár. This distributional difference is further complicated by the fact that in dozens of borrowings from one language to the other or from a common source, difficulty arises when the strong stress in Spanish is on a syllable which is adjacent to the syllable that receives the strong stress in English - although whenever it is not on the immediately adjacent syllable, the difficulty is much less - thus, English télephòne, Spanish teléfono, English dífficùlt, Spanish difícil, English híppodròme, Spanish hipódromo."[7]

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[6] Ibid., p. 60.

[7] Robert P. Stockwell and J. Donald Bowen, The Sounds of English and Spanish, Chicago: The University of Chicago Press, 1965, p. 23.

Even though the last example presents "much less" difficulty according to these authors, all teachers know the challenge it affords. English speaking students know that the Spanish word is teléfono from their first encounter with it, but English stress interference will still produce many a telefóno and require numerous corrections before the proper habit sets in. The most notorious problem where stress is concerned in teaching Spanish is the persistent occurrence of the / ə/ in final unstressed syllables. Unlike German, this is a phonemic error and, consequently, an interference of great relevance.

It cannot be denied that there are also conflicts in German word stress, but the similarities it has with English far outnumber those of Spanish. We invite the reader to examine a few examples on pages 118-19 from still another volume of the Contrastive Structure Series by William G. Moulton. After many choice examples, Mr. Moulton has us observe that: "Since the basic patterns are the same, differences of this type seldom cause teaching problems. English and German also agree in having comparable classes of words which typically bear secondary or weak stress rather than primary stress." Then intercollated among more examples, he concludes: "In both languages a few words of this type show unstressed forms with a full vowel reduced to / ə/ or even lost. Though the words may not correspond from language to language, the principle is the same in both languages and such forms do not cause any serious teaching problems."[8]

Many examples of correspondence occur in spite of the main purpose of the Contrastive Series, which is to emphasize only the actual points of contrast which need concern the teacher. Where the languages use one and the same sound (as in the case of [m] and [n], which are identical in English and German), there is obviously no teaching problem. It is strongly felt by the present investigator that many similarities are so outstanding between German and English that the authors correctly included these examples as an aid to teachers who had always flailed away at straw men with an antiquated teaching approach.

Using the same criterion, the contrastive analysis of Spanish and English by Robert P. Stockwell, J. Donald Bowen, and John W. Martin[9] turned out to be considerably more formidable task, mainly because of the greater divergence of Spanish from our native English. Indeed, in the single volume of grammatival structures, they required 328 pages of succinctly economical description to do what Kufner was able to dispel in 95 pages. It must not be concluded by this that Spanish is three times harder than German. Both volumes are excellent and complete in their treatment. The main difference in difficulty of the task at hand was the similarity of one target language and the divergence of the other to English. It is felt that useful studies such as these will help to give us a new and apocalyptic view of foreign language teaching.

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[8] William G. Moulton, The Sounds of English and German, Chicago: The University of Chicago Press, 1962, pp. 118-19.

[9] Robert P. Stockwell, J. Donald Bowen, and John W. Martin, The Grammatical Structures of English and Spanish, Chicago: The University of Chicago Press, 1965.

If anything has been proven by the preceding argument, it has been merely that although some languages are not more difficulty than others, similar languages do have more transference than dissimilar ones. This is really not a very new nor startling observation, yet myths persist that tend to drive logic back into the recesses of our reason. Another facet which is neither new nor very original is a needed repetition of the statements made by our top linguists and anthropologists concerning "so-called" highly-developed languages vs. the "simple" ones. We feel that if contrary myths are going to persist, confrontation with fact and authority must also persist in order to combat bigoted notions which sometimes creep into our thinking and cause great harm in a profession that should, at all costs, remain objective. With this purpose in mind, may we recommend to the reader what still another authority, the noted Eric H. Lenneberg, has said on the matter.[10]

Before concluding, it might be of interest to merely question rhetorically some of the implications of the broader scope of these problems mentioned earlier in this paper. Without going into great depth, let us ask which languages would have greater importance than Spanish or Italian if one wanted to become a renaissance scholar? Is not the German and French renaissance literature relatively unimportant by comparison? One of the most acute areas of linguistic involvement facing America today is right in our own back yards. What language could possibly be more critical in current international relations in this hemisphere than Spanish and Portugues? The recent growth of the sciences in biology, chemistry, physics, engineering, architecture, etc., in Latin America has been phenomenal. Does not the existence of a dozen growing, learning, rapidly-progressing nations right in our midst spell out some rather clear handwriting on the wall? Further, do the brighter students really register for German or French? If so, why? Is it because our counselors, students, teachers, and parents alike have been constantly bombarded by a series of myths? If the latter if true, is it not time that we put an end to the deception? If it is not true, should we not at least do some soul-searching concerning the false prestige we attach to certain things? This practice inevitably leads to snobism. We have made a great deal of progress in language analysis and instruction during the first part of this decade. Can we, in the remainder of it, clean up the residue of lingering myths and misconceptions in order to get on with the many new tasks at hand? These questions will be answered, but not in papers such as this one. They will be answered by actions and deeds of the increasing number of teachers, counselors, and students who are rapidly becoming more enlightened and linguistically sophisticated.

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[10] Jerry A Fodor and Jerrold J. Katz, The Structure of Language: Readings in the Philosophy of Language, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964, p. 588.

In summing up some of the answers and conclusions that we can arrive at here, we find that:

(a) There is no such thing as a primitive ungrammatical language.
(b) There is no such thing as a more difficult as compared to an easy language per se.
(c) There is indeed a learning advantage in direct proportion to the degree of similarity between the learner's native language and the target language.
(d) The ability to understand the deep structures of verbal communication is a unique predisposition of mankind.
(e) There is no justification for using one methodology for teaching language "x" and another for teaching language "y."
(f) There is justification for using specific contrastive analysis for preventing negative transference and interference and for guiding the enlightened use of positive transference.
(g) The only justification for counseling students to take any particular language should be dependent upon the students' own realistic goals and not on long-standing misconceptions.

Let us now terminate this brief study with a few observations of and hopes for more egalitarian attitudes toward language and a standardization of teaching methodology. It is time we brought together the embattled forces of the behavioral school and the cognitive school of language learning for they are both indispensable. Cognizance of the rules governing grammar will not automatically give the student the wherewithal to engage immediately in verbal communication whether written or spoken. He will need much of what the behaviorists prescribe (practice) before developing such skills. On the other hand, an audio-lingual approach acts mostly on the surface grammar rather than the deep grammar of language. For the latter, the cognitive process comes into play. This point is brought out with particular clarity in Cartesian Linguistics by Noam Chomsky: "Using some recent terminology, we can distinguish the "deep structure" of a sentence from its surface structure. The former is the underlying abstract structure that determines its semantic interpretation; the latter, the superficial organization of units which determines the phonetic interpretation and which relates to the physical form of the actual utterance, to its perceived or intended form. In these terms, we can formulate a second fundamental conclusion of Cartesian linguistics, namely, that deep and surface structures need not be identical. The underlying organization of a sentence relevant to semantic interpretation is not necessarily revealed by the actual arrangement and phrasing of its given components."[11]

Many descriptive linguists and text authors of the same persuasion have been so heedless of the deep structures that some serious omissions have resulted. Charges that students are not able to extend the dialogues, pattern drills, and readings to "meaningful" semi-free communication have long been a bone in the throat of audio-lingual teachers. These charges are often true because of a major fault of either the teacher or the text. Since all teachers cannot properly be expected to be "master teachers" in all aspects of the new methodology, it is sometimes just to charge the text with this fault. Experienced teachers know that any set of drills, dialogues, or readings are best ended with a few questions to the students (about themselves or about some other reality) which employ the same structures in a real context. The fact that such questions are not provided in a given text either for the drills, readings, or the dialogues will probably mean that most teachers will not prepare their own. Needless to say, such questions take careful thought and preparation before class. How important it is for the student to use the patterns he has drilled in a "meaningful" situation cannot be over-emphasized. Yet this crucial final step is too often left entirely up to the teacher to improvise. The better teachers, as always, will follow through on their own and would probably be successful with any text. The vast majority will present the drills only as far as they go and, in many cases, fall dreadfully short of free communication. It is sincerely suggested that in future editions of audio-lingual texts in all languages, such questions be included at the end of all dialogues, drill sections, and readings. It is better reinforcement for the student to use the structure just drilled in referring to his own everyday occurrences and to himself, rather than being satisfied with mere directed dialogue of the text. These should be lively and spontaneous-sounding questions about the material directed to particular students and taking into account the possibility for the teacher to substitute specific students' names, school activities, and current events. Such a drill would not only help the students, but it would help the teacher learn how to ultimately be the best source for lively individual dialogue.

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[11] Noam Chomsky, Cartesian Linguistics: A Chapter in the History of Rationalist Thought, New York: Harper & Row, 1966, p. 33.

Much has been said here about supposed myth and supposed fact. Lest we replace one myth with another or simply strengthen an original one, let us try not to misconstrue the ideas and main currents of our time.

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All German teachers should read the A-LM Teacher's Manual before attempting to teach the material.

Also recommended is Techniques for Teaching Modern Foreign Languages, Maryland State Department of Education, September 1964. A copy of this publication is in the library of each school. Please consult pages 12 through 43 particularly.

GERMAN

LEVEL I

(Grades 10, 11, or 12)

BASIC MATERIALS - LEVEL I

1. Text: A-LM German Level I (Units I through XIV)*
2. Tapes accompanying text. ALL TAPES ARE TO BE USED AT APPROPRIATE TIMES DURING THE COURSE.
3. Test tapes: Listening Comprehension Tests, 4 reels
4. Test booklets: 40 per school - STUDENTS ARE NOT TO WRITE IN THESE BOOKLETS SO THAT THEY MAY BE USED FROM YEAR TO YEAR.
5. Teacher's Manual
6. Student Practice Discs: 10 per school
7. Dialogue posters accompanying the text
8. Holt flashcards, to be used when applicable
9. Quick-Change Drills, Set I (tapes with accompanying teacher's manual) - These drills should be used selectively, when applicable, especially in the language laboratory, for a change of pace, since the approach of the Quick-Change Drills is slightly different from the A-LM drills.
10. Graded readers for reading outside of class by selected students. Most schools have a number of these readers: e. g., Sutter, Am Radio, Gorilla Goliath, Wir spielen Theater, etc. (See "Supplementary [Collateral] Reading", in this guide.)

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* The workbook accompanying Level I is not considered basic material. Teachers have been supplied with 30 copies to be used with classes as they see fit.

STUDENTS ARE NOT TO WRITE IN THESE WORKBOOKS.

It is felt that teachers should extend each unit by creating supplementary exercises rather than relying on a workbook.

11. Berlitz-Pathescope, Set I - First 5 lessons.

12. Maps

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Song tapes and discs

Wie heisse ich Series Hör zu und rat mit Series	Use in laboratory.

STRESS IN GERMAN WORDS

References for the Teacher

1. GERMAN THROUGH PICTURES.

Authors: Richards, *et al.*
Pocket Books, Inc.,
New York, 1953.
Page xii.

"Simple German words are stressed on the first syllable. In words beginning with the prefixes be-, em-, ent-, er-, ge-, ver-, zer-, the stress is on the basic element, *e. g.*, Entfernung. Words of foreign origin are often stressed on the last syllable: *e. g.*, Musik, April."

2. APPLIED LINGUISTICS: GERMAN---A GUIDE FOR TEACHERS.

Author: James Woodrow Merchand.
D. C. Heath and Co., 1961.
Section: Phonology, Page 41, 3. 41. Stress.

"Stress in German is much like stress in English. We may say that German has three degrees (perhaps four) of stress: primary, secondary, unstressed, agreeing here with English to a great extent."

In general, since German spelling is a large extent phonemic, the vowel in an unstressed syllable will be a "reduced" vowel, it is true, but it can readily be identified aurally. In English, a vowel sound in an unstressed syllable often becomes "schwa," *i. e.*, almost unrecognizable.

3. LANGENSCHEIDT'S GERMAN-ENGLISH AND ENGLISH-GERMAN DICTIONARY. Barnes and Noble, New York.

This dictionary shows the stress of each German word entered.

THE PLACING OF PRIMARY STRESS IN GERMAN

1. German words of two syllables usually have the stress on syllable #1 (e. g., Wasser, Kuchen, Dichter.) German words of three syllables usually have the stress on syllable #2, the reason being that many German words have prefixes, and the prefixes be-, ent- (emp- before-f sound), ge-, er-, ver-, zer- are never stressed.

2. Endings of nouns, pronouns, adjectives and verbs which are merely German inflectional endings are never stressed.

3. Words of foreign origin (especially of French origin) are often stressed on the last syllable: Automobil, Biolog, Chirurg, Geologie, Kinematograph, Restaurant.

   Note: If the word has become shortened for convenience, the stress usually is retained as it was in the original foreign borrowing. (e. g., Kino, Auto.) In other words, a stress which originally was secondary may now become primary, and such stress may not fall on the last syllable.

4. In words adopted from English, the stress is usually kept where it is in English: e. g., das Baby, Neu York.

5. Foreign words which have been adopted into the German language from languages other than French and English often keep the stress where it was in the original language: e. g., Italien (from Italia); Kanada (from Canada); Kultur (from Cultura.) However, when a "German" adjective or substantive is devised from such foreign words, the stress usually shifts to the syllable preceding the one containing the inflectional German ending.
   Examples: der Italiener, die Italienerin; italienisch-
   der Chinese, die Chinesin; chinesisch-
   der Kanadier, die Kanadierin; kanadisch-
   kulturell-

6. All adjectives made from foreign sources by adding the sound -ell- plus an inflectional ending have the stress on the -ell-. (e. g., formell-, industriell-)

7. Verbs made from non-German roots by the addition of -ieren have the stress on the -ier- syllable: e. g., studieren, reparieren, desinfizieren. This stress is also carred over into participle/ adjectives and substantives made from such verbs.
   Example: die Alliierten

8. Agent words devised from non-German sources
   a. Masculine nouns with the suffix -ar have the -ar stressed.
   b. Feminine nouns in -arin (or -arin) would have the -ar- (or -ar-) stressed.
   Examples: Sekretar, Sekretarin, Bibliothekar, Bibliothekarin

9. Feminine nouns with the suffixes -a, -in, -heit, -keit, -schaft, -ung never have these suffixes stressed.

10. In feminine nouns with the suffixes -ei, -ie, -euse, -ik, -(t)ion, -tät, -tur, the suffix is usually stressed, the reason being that such nouns are usually derived from foreign sources.
    Note: In two-syllable nouns ending in -ik, the stress is usually on the second syllable (Physik, Musik.) In three-syllable words ending in -ik, the middle syllable is usually stressed: Grammatik.

11. In masculine nouns, the suffixes -en, -er, -ich, -ig, -ing, -ling, -us are never stressed.

12. In masculine nouns ending in -ismus, the -is- is always stressed.

13. In neuter nouns, the suffixes -a, -nis, -sal, -sel, -tum, -um and the diminutives -chen and -lein are never stressed.

14. In compound nouns and adjectives, the modifying component usually takes the principal accent: e. g., die Nahrungsmittelfabrik; wunderschön. For exceptions and detailed discussion, See Curme, pages 48-49.

Teaching the A-LM Units - Level I

There will be time to cover thoroughly and in depth the fourteen units in Level I. One of the most important aspects of teaching the units is the personalization of the material. The learning of the material as it is should be the departure point rather than the ultimate goal. The ultimate goal must be the students' ability to use the lines of dialogue, the grammatical patterns, and the vocabulary in new, though controlled, situations. One of the most essential responsibilities of the teacher is to teach toward this goal. The teacher must contrive exercises and activities which require the students to engage in the creation of new sentences. Instead of dwelling ad nauseam on repetition of the structures as given in the pattern drills, exercises, both oral and written, should be devised, which will lead the student "out of the pattern." PLEASE NOTE THAT THE LEVEL ONE TEXT DOES NOT PROVIDE THIS TYPE OF EXERCISES. THIS IS A SERIOUS LACK IN THE MATERIAL.

A Level I text should include the following:

1. dialogue
2. drills
3. grammatical generalizations (in English)

4. test exercises - in other words, exercises in which the student must apply his knowledge of the generalization to decide which form or word is to be used.

   Dr. Edward Stack has called these test exercises "grasshopper exercises." They are the type used in traditional texts; however, in the case of those older texts, which were not audio-lingually oriented, there was a failure to provide the pattern drills which should precede a test of application of grammatical principles.

5. frequent recombination narratives

   The teacher should provide a short recombination narrative after the study of each unit. The A-LM Level I text does not provide this activity to the extent necessary for mastery in use.

MATERIAL TO BE COVERED

All fifty-five minute German classes should cover thoroughly fourteen units of the A-LM Level One.

A suggested time allotment for a class period is found on page 8 of the A-LM German I Teacher's Manual. The suggested allotment is based on a class period of forty-six minutes. Since the length of period in this County is generally fifty-five minutes, it is suggested that the teacher utilize the extra nine minutes in going over the assignment from the previous evening, in explaining the assignment for the day, and in the introduction of cultural material, including occasional songs. Assignments should usually be done at home. The teacher should not give unreasonably long homework assignments, however. Please consult with the principal of the school, and with teachers of other "academic" subjects, in order to arrive at a realistic amount of homework to give.

Level II comprises Units XV-XXIII, and Level III, XXIV-XXXV.

DEVELOPING THE SKILLS IN LEVELS I AND II

All the material in the fourteen units is to be mastered within the context of all four language skills. Although the degree of mastery always depends on the ability, application and motivation of the pupil, the teacher must proceed on the assumption that no part of these units is intended for merely passive recognition. The study of a unit should not be considered completed until most of the class can respond adequately to oral stimuli based on its contents; can understand the dialogue when they hear it spoken; can read all sections of it; and can write parts of it from dictation, with correct spelling. It should be reiterated that the reading and writing of the material in each unit should follow the oral practice of the same material.

In the German I program of the schools of Prince George's County it is suggested that the texts be withheld for not more than five school days. During this time the teacher should begin presenting Unit I. After the five days, the texts should be distributed, and students should begin to read Unit I.

All new material should continue to be presented with books closed during the entire year. Admittedly, once pupils are reading and writing, whether books are open or closed for the presentation of new content is no longer an issue, EXCEPT FOR CONSIDERATIONS OF DISCIPLINE AND ATTENTION. Experience has shown that the best approach to oral work in the classroom involves the teacher's insistence that all desks be cleared, and that the students give their undivided attention to the recitation. Books are opened only when the teacher instructs the students to do so.

The Basic Lesson - Time Allotment for a Class Period
Level I

The basic lesson should include the activities listed below. A variety of activities of short duration is preferable to one activity involving most of the period. Not every activity can be carried out each day. Suggested frequency is given.

A. Oral warm-up (5-10 minutes) EVERY DAY

1. Review of previously learned material
2. Introduction and drill on expressions in preparation for next dialogue

B. Dialogue (15-20 minutes) THREE TIMES PER WEEK

1. Oral presentation
2. Oral drill or oral testing: including recorded practice
3. Testing of listening comprehension
4. Controlled conversation using known dialogue

C. Structure (10-15 minutes) EVERY DAY

1. Oral presentation
2. Oral drill or testing: including recorded practice

   Use pronunciation drills for remedial purposes, pages 35-49, A-LM Manual, German Level I. Use only for three or four minutes and never at the beginning of a lesson.

3. Testing of listening comprehension
4. Controlled conversation using known structures

D. Reading and writing (15 minutes) SOME OF EACH EVERY DAY

1. Reading of material previously practiced
2. Level II: Once or twice a week the class may read together (and dramatize, if desired) selections from the reader designated for this level (after Christmas)
3. Dictation - EVERY DAY (very short)
4. Spelling test - ONCE A WEEK (compiled from words students misspell in dictations. Spelling test should be given on the same day each week.)
5. Copying of dialogue or structure drills (After first three units, change to doing teacher-made exercises, dittoed or mimeographed.) THIS SHOULD BE DONE AS HOMEWORK - ABOUT THREE TIMES PER WEEK.

E. English-speaking period (5-10 minutes) EVERY DAY

1. Discussion of grammatical generalizations
2. Checking of homework
3. Assigning of homework
4. Student questions

No activity should be carried on for more than 15 minutes. Classes which are 55 minutes in length may have a short study period on some days.

N. B. The teacher should not wait until the completion of a unit to discuss generalizations. Pupils should understand the grammatical points of all structures they have practiced during a given class period. Explanations should be brief.

At the completion of a unit the teacher may take more time with the over-all grammatical points presented in the Generalizations.

Individual versus Group Response

The teacher of German A-LM Level I should, though using the choral repetition techniques for initial presentation, move as quickly as possible to demanding individual responses, always turning quickly to the group for assistance when the individual does not not respond immediately, or responds incorrectly.

ORAL WORK MUST PROCEED AT A
RAPID PACE. EVERY MOMENT
MUST BE UTILIZED.

Du and Sie

At the secondary school level, the teacher should employ the Sie form with the students. Students may use the familiar form when addressing one another, since the A-LM units employ this form to a large extent, though not exclusively. The teacher should require students to use the Sie form when they are asking or answering questions based on the dialogue.

The Use of Tape Recordings

All the units are on tape. The plan is to supply each school with the complete set for A-LM. Recordings should not be used for the presentation of new material in Levels I-II.

All senior high schools have language laboratories. Foreign language departments in all schools are equipped with portable tape recorders.

Since the nature of the A-LM is such that it is intended for mastery *in toto*, the teacher should employ all the recordings at the appropriate time. Recorded practice should follow "live" presentation and drill of a new dialogue or grammatical structure. Recorded practice should not be deferred until the students know the material so well that they are bored by the tapes.

It sometimes happens that the length of the class period is shortened because of a school function. Such shortened class periods may not permit the use of both "live" presentation and recorded practice on the same day. Recorded drill may be used on the following day. However, in classes of normal length, "live" and recorded practice also may be given on alternate days.

In schools having a language laboratory which must be shared by two or more teachers, each teacher must plan the weekly lessons so that the students will be ready for practice on their lab days.

Whereas most of our laboratories have monitoring facilities so that the teacher may listen to individuals and correct their replies when necessary, the classroom-with-tape recorder does not provide this advantage. In this situation the teacher should employ the technique of pointing to individuals for replies to specific items or parts of an entire drill, rather than continuing with choral response for most of the practice session. During choral response it is essential that the teacher walk about the room in order to listen to each student.

The Use of the Student Discs

Although it is not financially possible to provide a set of discs for each pupil, a number of sets has been supplied for remedial purposes. The teacher may permit pupils to take the discs home for further practice. Only the discs containing the material currently being studied should be issued to the pupil. Accurate records should be kept by the teacher concerning which pupils have been given discs. They should not keep a disc for more than two or three days.

The teacher should inspect each disc before issuing it to a pupil, and again upon its return. Normal wear is to be expected with use. If a disc shows unusual defects when it is returned, the teacher should take up the matter with the pupil involved, the principal and the pupil's parents. The teacher must, of course, be certain that the disc was in good condition when it was issued.

Teaching a Dialogue (Includes Supplement and Dialogue Adaptation)

The teacher is referred to pages 11, 12, 13, and 14 of the A-LM Manual. Please note that the English equivalent of the dialogue is given on the back of the page. These are equivalent expressions rather than literal translations. Books should be closed when the teacher is presenting a new section of the dialogue. After the students have been issued texts, they may be permitted to read through quickly the English equivalent before they are instructed to close their books.

The teacher should have the dialogue fairly well memorized so that he may present it with a minimum of hesitation and reference to his text. This procedure leads to greater efficiency in oral work on the part of the teacher.

The following suggestions are recommended by the State Department of Education in the publication, Techniques for Teaching Modern Foreign Languages, pages 22 and 23.

1. After the students have read through the English equivalent, and books have been closed, teacher recites the dialogue once in German.
2. Teacher recites the dialogue line by line, stopping for necessary explanations by gestures, pictures, synonym, or an occasional word of English to rescue the situation where nothing else is possible. (Use the dialogue posters, if available; Holt flashcards; pictures from magazines mounted on tagboard, etc.)

3. Teacher gives complete utterances, followed by partials. Students repeat after the teacher, not with him.

4. Students listen to tape presentation twice. (This may be done on the following day.)

5. Students repeat in the pauses on the tape. (This may be done on the following day.)

   Dictum: Students should not keep repeating that which they do not understand!

6. Teacher divides the class, assigning one role to each half. Teacher repeats the dialogue with students repeating their assigned roles after him. Class plays one role three times.

7. Teacher reverses roles of groups and repeats process outlined in Number 6.

8. Teacher lets groups play roles without prompting.

9. Teacher has individuals play roles, calling for corrections and prompting from other students.

10. Teacher tests individuals in the roles.

    After the first three or four units the practice of having students go to the front of the class to be tested on the dialogue should be discontinued. The teacher may have students remain at their seats, pointing to individuals to give the successive lines quickly. Or, two students may be assigned roles and asked to recite only a segment of the dialogue. The teacher stops the students at a certain point and calls on two other students to continue from that point, etc. Experience and observation have shown that this procedure is superior to that of having students standing before the class reciting, unless it is a planned conversation which they have prepared beforehand.

N. B. The recommendation given above under item 10 is not part of the suggestions in the publication of the State Department of Education. However, it is considered preferable by the language teachers of Prince George's County.

Oral Grading in Dialogue Testing

When the teacher is following the informal testing procedure recommended in the paragraph under item 10, he should grade the students' performance. The State Department of Education publication referred to on preceding page recommends that a scale of 0-5 be used in evaluating each student's recitation:

5	excellent
4	good
3	average
2	under average
1 - 0	not acceptable

The teacher should consider carefully correctness of content, rhythm, pronunciation and intonation. A grade of 4 should be given for a recitation correct in content. The grade of 5 should be reserved for not only correctness of content, but for excellence in oral German. The grade of 5 is equivalent to the letter grade of A.

Please consider carefully the advice given above. The teacher must guard against grading too leniently in oral work and against giving a superior mark for correctness of form, without consideration for the other components of oral production. Students must be made conscious of the fact that one should not speak a foreign language with the intonation and rhythm patterns of his native language.

Reading and Writing the Dialogue

The A-LM Manual suggests (pages 28-29) that reading and writing be deferred until the first four units have been mastered. However, for our purposes it is considered desirable for the students to begin reading and writing the first unit as it is being studied. The optimum length of the pre-reading instruction period has not as yet been fixed by controlled experimentation. Provided the teacher adheres to the proper sequence in the presentation of dialogue material (i.e., hearing, speaking, reading, writing), it is suggested in this County that the student can safely be shown the material and that reading and written assignments can be based on it.

After students have practiced orally, the teacher directs them to open their texts to the dialogue.

1. The class reads the portion of the dialogue in unison.
2. The teacher assigns roles to individuals, and has them read several times, changing assignment of roles each time.
3. The class reads again in unison.
4. Teacher assigns that portion of the dialogue to be copied as homework. This procedure could be varied by the assignment of teacher-made exercises, and exercises in the Reading, Writing, Spelling section of the A-LM Manual.
5. Teacher gives dictation on the lines which have been practiced. This should be done on the following day. The dictation may be in the form of a test, or it may be written practice which the pupils check themselves.

Continue to teach the reading and writing of the dialogue in the manner described above until the entire dialogue has been covered. Beginning with Unit IV the class should be able to read the entire dialogue in one session, provided that the teacher goes through steps 1-3. After the sound-symbol relationship has been mastered in general, it is not necessary that the reading of dialogue lines be postponed until the pupils have actually memorized all lines. Once the entire dialogue has been practiced in class, the reading of it may be assigned as homework also. This practice may facilitate total memorization.

Writing assignments or dictations should not include the entire dialogue, however.

Caution: The teacher should drill equally all parts of the dialogue, and should see to it that all portions receive an equal number of repetitions. In practice, there is danger that the first portion of the dialogue may be over-learned while other sections may be neglected.

Teaching Structure Drills

See pages 14-23 of A-LM Manual. The structure drill is the modern approach to the practice of the grammatical patterns of the language. It is the antithesis of the former approach in which new grammar was discussed at great length in English, followed by a few examples for the pupils to analyze. That the learner cannot really master a language pattern unless he practices the pattern itself is now a cliché in the annals of language teaching methodology. ONE OF THE MOST IMPORTANT FACTORS IN THE SUCCESS OF ORAL DRILLING OF GRAMMAR IS THE ABILITY OF THE TEACHER TO MAINTAIN A RAPID PACE.

Teacher are aware that much has been written concerning analogy versus analysis in the teaching of grammar. It is the position of the writers of this Guide that this is an academic question. Both approaches are necessary in the secondary school. The teacher should be guided by the following considerations in this matter:

1. Students should be told the nature of the structure they are practicing.

   Drills are identified by traditional grammatical terminology in the Units. The teacher should require pupils to learn these terms, *e. g.*, present tense, definite and indefinite articles, verbs, nouns, etc. Pupils should be gradually exposed to the German terms.

The teacher must use his own judgment as to whether the majority of the class will understand the pattern of a particular drill by analogy. The explanation given must be extremely brief. The observation that most students would eventually arrive at an understanding of a pattern by analogy may be valid; however, the foreign language classroom is an artificial situation, severely circumscribed by the ever-present factor of time. On the other hand, good teaching practice demands that the teacher give the more alert students the opportunity to "see" a pattern before launching into an explanation. It is therefore obvious that the more desirable practice is a judicious application of the two procedures.

2. The most important part of this phase of the lesson is the practice of the structure itself. Once the teacher has launched the practice, it should not be interrupted by explanation or questions.

3. A structure drill session should not be considered completed unless the students understand the grammatical point of the drill. This understanding is necessary both for providing intellectual satisfaction and for providing a constantly widening base on which to build greater perception of the structural phenomena of the language as the student masters larger segments of it.

The following steps in the oral teaching of a structure have been adapted from Techniques for Teaching Modern Foreign Languages, pages 33 and 34.

(BOOKS CLOSED)

1. The teacher presents the structure, keeping in mind the above considerations.

2. The teacher recites the structure, having students respond in unison after him until most of the class can imitate him correctly. (This is the Repetition Drill in the A-LM.)

3. The teacher elicits generalization concerning the structure. (If none is forthcoming, the teacher explains quickly.)

4. The teacher presents drills based on the new structure. (These are the drills which follow the Repetition Drill: Substitution, Response, Translation Drills, etc.)

    a. Give the model sentence and have students repeat in unison. Insist on authentic intonation and rhythm as well as correct pronunciation.

    b. Give the cue and ask for the correct form from one student. Call for choral response immediately after each individual response.
    N. B. It must be remembered that the ultimate goal is to train the individual to speak the language, not to train the chorus. The group should be looked upon as the vehicle for initial presentation and as a "reinforcer" after the individual's recitation.

    c. If the form given is incorrect, quickly call on someone else for a correction; then have the first student repeat the corrected form.

5. The teacher preactices all structure drills rapidly, calling for individual responses only. RECORDED PRACTICE EITHER IN CLASSROOM OR LAB SHOULD BE EMPLOYED AT THIS POINT. If the teacher is using the tape recorder, he should point to individuals for rapid response.

6. If the teacher feels that it is necessary, a quick review of the generalization may be in order. If it is not urgent, this should be reserved for the English-speaking part of the period.

7. Oral testing of structures: See pages 73-76 of Techniques for Teaching Modern Foreign Languages.

Directed Dialogue or Planned Conversation Using Material in the Structure Drills

The techniques mentioned under Dialogue Adaptation and Directed Dialogue are also applicable in the case of the drills. Once the students have mastered the pattern as it is presented in a drill, it is necessary to "lead them out of the pattern," i. e., to practice the structure in a different context, with familiar vocabulary. The teacher should prepare such oral exercises. Many teachers use 5x7 cards for this purpose, thus accumulating a store of oral exercises over a period of time.

The teacher must be cognizant of the fact that the A-LM Level One material is generally lacking in exercises which require the application of structures outside of the pattern. Such exercises are sometimes designated as "test exercises."

They properly belong in the language teaching scheme after the pattern practice. The student must be given this type of exercise to a greater and greater degree as he advances in the sequence of units if he is to make the foreign language truly his own. This is the aspect of oral teaching in which the ingenuity of the teacher comes most into play.

Reading and Writing of Structures

On page 35 of Techniques for Teaching Modern Foreign Languages it is suggested that a time lapse of a week be allowed between oral mastery and the written presentation of a structure. It can be stated again here that if the teacher has followed the proper sequence of presenting material (1. hearing; 2. speaking; 3. reading; 4. writing), a shorter time lapse is recommended.

It is recommended that students read the structures immediately after oral practice. If time does not permit this procedure on a particular day, the reading may be reserved for the following day. In the latter case, the teacher should go over the structures briefly orally before having students open their texts to the material.

The following suggestions may be helpful:

1. After oral practice with books closed: students are directed to open their texts, and to read the material in unison.
2. The teacher calls on individuals to read the Repetition Drill, one student per sentence, several times.
3. Teacher and class quickly review the grammatical generalization involved.
4. Students are called upon individually to read a number of items on the page, both the stimulus and the reply.
5. The teacher assigns the copying of a number of the drills for homework. Where there are blanks, they are to be filled in. Students should always copy the model sentence before filling in blanks.

6. The teacher should give dictation exercises or tests on the structure drills that have been written as homework. The dictation may consist of either stating the correct answers to the drill and having pupils write them, or giving only the cues and having pupils complete the utterances. Printed tests should also be given.

   N. B. ALL STRUCTURE DRILLS OF A UNIT SHOULD BE READ BY THE PUPILS IN CLASS BEFORE THE UNIT IS CONSIDERED HAVING BEEN COMPLETED.

   THE TEACHER SHOULD CHOOSE DICTATION EXERCISES FROM VARIOUS PARTS OF THE DRILL SECTION OF EACH UNIT.

7. After Unit III has been completed, copying of structure drills should be discontinued. This type of assignment should be replaced by teacher-prepared exercises in which pupils must apply the forms "outside of the pattern." See discussion of this point under Directed Dialogue or Planned Conversation Using Material in the Structure Drills. The statements made in that discussion apply to written as well as to oral work.

Recombination Narratives

The recombination narrative brings together in a new form vocabulary and structures from the materials of preceding units. The A-LM Manual distinguishes between the narratives appearing at the end of Units IV, V, VI, VIII, and IX, and those at the end of Units X-XII, which are called Recombination Reading Narratives. See pages 25 and 26, and pages 27 and 28 of the Manual. For our purposes no distinction should be made in covering these narratives. Whereas the Manual does not suggest the reading or writing of the narratives in Units IV, V, VI, VIII, and IX, it is recommended that all narratives be read by the students after they have been covered orally. There should be written exercises based on them also. In addition to the suggestions for dealing with these narratives on pages 25-28 of the Manual, the teacher is referred to Techniques for Teaching Modern Foreign Languages, pages 39-40.

The teacher should note that the narratives in Units X-XII will require more time than the others. Since they are reading narratives, the teacher should first read the selection to the students while they listen with books closed, or follow with books open. In the case of the narratives in the earlier units, it is recommended that the teacher memorize each selection so that he may present it orally with maximum effect. Additional recombination narratives should be composed by the teacher from time to time.

The Narrative of Unit VII

The selection in Unit VII is not a recombination narrative. It presents new material, and should be taught with the same basic approach as a dialogue. Please follow instructions on pages 26 and 27 of the Level I A-LM Manual, and read the section entitled the New Narrative, on pages 40 and 41 of Techniques for Teaching Modern Foreign Languages (Maryland State Department of Education), a publication which is found in every secondary schools of Prince George's County.

Learning to Read in Meaningful Word Groups

The skill of reading in meaningful word groups was learned and practiced first in grades one and two, as the student was beginning to read his native language. Students of a foreign language profit from being shown how that skill can transfer to the target language. This training should be given first in Level I, after the sounds of the language have been mastered. (It need be done only for one or two reading passages.) The lines of text in the dialogues are already quite short, and it is therefore suggested that a recombination narrative fairly early in Level I would furnish ideal material for this kind of practice. There is more danger inherent in doing this sort of exercise too early than too late, and therefore, the recombination narrative for Unit VIII has here been used to demonstrate how the principle of reading in meaningful word groups can be applied. Some classes may be ready for this training sooner than others. Two work sheets which would be used during this lesson follow this discussion. ("First Version" and "Second Version.")

The following steps are recommended:

1. First, let the students hear the story, which the teacher has memorized, given by the teacher. She may even dramatize it, speaking at normal speed, but making a definite effort to phrase the words positively, in the word groups which the students themselves will shortly be using. Books are closed for this presentation.

2. With books still closed, the teacher plays the tape recording of the narrative.

3. The third time the story is heard, it is also seen by the students, in the form of a dittoed sheet, printed in narrow columns. (See "First Version," which follows immediately after these recommended steps.) Books are still closed.

4. The entire class and the teacher should read the dittoed story together, observing the division into meaningful word groups by pausing briefly at the end of each line.

5. The teacher could ask a few questions (3-4) about the events in the story. Ask individual students for answers--in German, of course.

6. Using "First Version" again, have one student, the narrator (der Erzähler), read lines 1-3, observing the meaningful word groups. The boys then read Herrn Kochs part; and the girls, that of Fräulein Müller, observing meaningful word groups. The students, of course, know, and the teacher can point out, that the reading could be smoother, and in longer utterances.

7. Therefore, using "Second Version," where the utterances are longer, the class and the teacher read the story again, noting the improvement in smoothness. Appoint a narrator; boys and girls could retain the same "parts" in the dramatization.

8. The teacher should ask a few more questions about the story. Keep the questions easy, and chronological with regard to the story, to give the students confidence in this procedure.

9. Now the book can be opened to page 78 and the story read again. Before the oral reading, tell the class to notice how easy it is to read the whole passage now, since they have had practice with the component parts. Suggest that reading, orally or silently, is improved by seeing the material in word groups; word-by-word reading is inefficient and tends to ruin comprehension.

Tell the class to comment on anything unusual they see concerning German punctuation and paragraphing. (The instruction about punctuation and paragraphing should be given first in English and then translated immediately into German by the teacher, since it contains vocabulary unknown to the students. The teacher could, with a few jottings on the chalkboard, illustrate what it is he wants the students to notice. Then continue the lesson in German.)

Since the lines are very long in the recombination narrative, encourage the students to follow the text by holding the tips of the four fingers of the right (or left) hand under the line that is being read: the same hand position that speed readers use. Note: not one finger, but *all* the fingers of the right (or left) hand. Move the hand *smoothly* from left to right under the line as progress is made across the page.

10. The teacher could now use the questions given in the book.

11. The homework for the next day would be to reread the story twice, *aloud*, and to study the questions and answers so well that *they* can give the answers to the questions and the questions for the appropriate answers, with books closed.

Practice in reading in meaningful word groups would need to be done only once or twice during Level I. It could be repeated in Level II, if the teacher observes that it is necessary. After that, the students will understand what the teacher means if he corrects a student's oral reading for improper phrasing. Any student who is absent on the day when this lesson is presented could be given the dittoed sheets for "First Version" and "Second Version," for home practice. Except for such isolated cases, the dittoed sheets, once collected, could be retained for re-use another year.

Keep the pace of this lesson rapid to prevent boredom. The approach is elementary, but the skill emphasized is well worth stressing.

2

First Version, Recombination Narrative, Page 78, Unit VIII
(First Half of the Story)

1 Herr Koch
2 trifft Fräulein Müller
3 in der Karlstrasse.
4 „Guten Tag,
5 Fräulein Müller,
6 wie geht es Ihnen?"
7 „Danke, gut!
8 Und Ihnen?"
9 „O,
10 nicht besonders!
11 Ich habe Schnupfen,
12 und mir ist kalt."
13 „Ja,
14 Sie haben recht.
15 Es ist
16 heute
17 sehr kalt.
18 Wie geht es
19 Ihrer Frau,
20 Herr Koch?
21 Und was macht
22 jetzt
23 Ihr Bruder Paul?"
24 „Danke,
25 meiner Frau
26 geht es
27 ganz gut.
28 Und mein Bruder Paul
29 ist Lehrer
30 an einer Schule
31 ganz in der Nähe."

Second Version, Recombination Narrative, Page 78, Unit VIII
(First Half of the Story)

1 Herr Koch

2 trifft Fräulein Müller

3 in der Karlstrasse.

4 „Guten Tag, Fräulein Müller,

5 wie geht es Ihnen?"

6 „Danke, gut! Und Ihnen?"

7 „O, nicht besonders!

8 Ich habe Schnupfen,

9 und mir ist kalt."

10 „Ja, Sie haben recht.

11 Es ist heute sehr kalt.

12 Wie geht es Ihrer Frau,

13 Herr Koch?

14 Und was macht jetzt

15 Ihr Bruder Paul?"

16 „Danke,

17 meiner Frau geht es ganz gut.

18 Und mein Bruder Paul ist Lehrer

19 an einer Schule ganz in der Nähe."

The Use of English (All Levels, I-III)

Most language teachers today accept the principle that the pupil must experience "total immersion" in the foreign language during most of the class period. However, since explanation and clarification of grammatical points are required at the secondary school level, it is necessary to establish an English-speaking period as part of most lessons. This activity should be reserved for the last part of the class period.

Please be guided by the following principles relative to the use of English in the foreign language classroom:

1. ALL ROUTINE INSTRUCTIONS OR COMMANDS SHOULD BE GIVEN IN THE FOREIGN LANGUAGE. (The teacher should never use English if he can use a German expression which the pupils understand.)
2. Most of the class session must be conducted in the foreign language.
3. SHIFTING FROM THE FOREIGN LANGUAGE INTO ENGLISH AND VICE VERSA SHOULD BE AVOIDED.
4. The teacher may slip into English momentarily to clarify a situation or a point, he should immediately move back into the foreign language.
5. Generally speaking, students should not be permitted to use English except during the designated English-speaking period. The teacher should explain at the beginning of the school year why the class will be conducted for the most part in the foreign language, and should reassure the students that an opportunity for questions and explanations in English will be provided. Experience has shown that if teachers explain the place of English in the foreign language classroom, and if they adhere strictly to the rules they have set, the students will accept the principles involved.

Translation in Levels I and II

Translation from the foreign language into English is not admissible except when necessary for clarification. From time to time the teacher may prepare well planned exercises in which the students are required to produce the German equivalent of given English expressions. These are most effective as rapid oral exercises.

SUMMARY OF SKILLS FOR LEVEL I

(minimum achievement)

LISTENING COMPREHENSION AND SPEAKING

Upon completion of the Level I German course, the student should be able to

1. . . understand all the material in the units whether spoken by the teacher or by the recordings. (Units I-XIV)

2. . . understand "new" material created by the teacher based on the dialogues and drills.

3. . . produce orally the material in the dialogues. This includes the ability to reply without hesitation to questions based on the dialogues.

4. . . respond without hesitation to any pattern presented in the structure drills. (In items 3 and 4 immediacy of response, grammatical correctness, quality of pronunciation, and intonation are the main factors to be considered.)

5. . . create sentences or conversations orally within the framework of the structures and vocabulary of the units.

   N. B. THE TEACHER MUST CONCENTRATE ON DEVELOPING THE ABILITY TO CREATE SENTENCES RATHER THAN ON REPETITION.

6. . . recite the alphabet in German and use it to spell German words aloud.

   N. B. THE TEACHER SHOULD NOT SPELL GERMAN WORDS USING ENGLISH NAMES FOR THE LETTERS.

READING

Upon completion of the Level I German course, the student should be able to

1. . . read silently all material in the units, getting the meaning of the printed symbols without reference to English.

2. . . read orally any passage with proper pronunciation, intonation, rhythm and phrasing.

3. . . read "new" material which the teacher creates using vocabulary and structures appearing in the units.

4. . . read material which has not been practiced in class, provided that it is controlled in difficulty, has frequent re-entry of new vocabulary and structure, and contains a large number of familiar vocabulary and structure. At the end of Level I: . . . use the technique of "sensible guessing" of new words in context in a limited fashion.

5. . . deduce the pronunciation of new words from his accumulated understanding of the sound-symbol relationships in German.

6. . . deduce the meanings of some new words from his accumulated knowledge of cognates, both German and English.

7. . . read written German (modern cursive); at least the writing of the teacher and of some classmates.

The term reading encompasses a body of skills which involve such factors as recognition of the material (based on a background of mastery of the sounds), the ability to pronounce the language correctly, and the ability of the reader to glean meaning immediately and directly from the symbols before him. The latter factor is the ultimate objective in teaching reading in a foreign language as well as in the native language. However, all other factors must be operating successfully before the ultimate can be achieved. These skills should be developed at each level of language instruction. As discussed earlier in this guide, fluency in reading beyond that which has been orally practiced requires learning to deduce meaning from context, prefixes, suffixes and roots. (See section on Reading in the Level II portion of this Guide.)

WRITING

Upon completion of the German Level I course, the students should be able to

1. . . spell all vocabulary items or grammatical forms occurring in the units. (Note: The character ess-tset is not used in Levels I-III A-LM, except in reading material of Level III. It is not used in the exercises of Level III.)

2. . . write correctly from dictation any passage in the dialogues, narratives or drills of the units.

Please follow a definite, consistent procedure for giving dictation. The procedure should be understood thoroughly by the students, and absolute compliance should be required by the teacher. The approach described below is advocated in several texts on methodology.

a. Dictation as a class exercise should be corrected in class. A student may be chosen to write the dictation on the board as it is given. An inconspicuous part of the board should be used. The teacher also may have previously written the sentences on the board and covered them by means of a wall map. If it is a passage in the text, the teacher refers the class to the page.

Dictation should be short so that there is time for the correcting phase, which is an integral part of the entire concept of this activity. During the correcting phase, individuals may be called upon to read one sentence each from the board, while everyone checks his own paper.

When checking is completed, each student quickly writes at the bottom of the page a corrected copy of the dictation; or he writes the correct form above or below the words he has missed. He then hands in the paper.

IT IS NOT RECOMMENDED THAT STUDENTS CORRECT EACH OTHER'S PAPERS. They need to note and correct their own errors rather than those of someone else.

The teacher should not waste time having students total the errors for the purpose of assigning a grade. If the teacher wishes to assign a grade, he does so after the papers have been handed in.

b. Dictation as a test should be graded by the teacher, who merely marks the places where errors have been made. THE TEACHER DOES NOT WRITE THE CORRECTIONS.

The students must re-submit the paper with their corrections. The paper should be marked as follows:

Corrected
Date
Signature of Student

Grading a dictation test requires teacher judgment. Merely totaling errors as in a spelling test is a questionable practice. The teacher should consider the dictation as a whole. He will have to make consistent decisions concerning the relative importance of different types of errors.

c. In presenting a dictation, the teacher should have the pupils skip a line between each line of writing for inserting corrections. The teacher reads the entire passage at normal speed while the class listens. He then rereads the dictation in short, natural word groups, giving appropriate punctuation (in German) and repeating each phrase twice. The students write during this phase. The teacher then rereads the entire dictation. The teacher will not repeat any part of the exercise except as outlined above.

d. The teacher should explain to all classes at the beginning of the course the procedures which will be followed in giving a dictation. The procedure should not be varied. The students will learn early to listen carefully if the teacher is adamant about refusing to depart from his stated procedure.

3. . . write correct answers to oral or written questions.

4. . . write a short dialogue or narrative passage using known vocabulary and structure. This type of exercise must be part of the written work from the very first unit.

The type of writing referred to is sometimes called "controlled or guided" composition. In this type of exercise, the teacher should give a small list of vocabulary and structures which the students are supposed to use. In Level I, the teacher should limit himself to the exact vocabulary and structures which occur in the basic A-LM dialogue, retaining the nouns in the same cases in which they occurred in the dialogue examples. Greater freedom in student choice of structures can come in Levels II and III. Or, the teacher may present a short composition with key words or phrases omitted. Exercises of this nature represent early steps on the long road toward the skill of written self-expression in the foreign language.

For further suggestions on this topic please refer to The Language Laboratory and Modern Language Teaching by Edward Stack; and to the Northeast Conference Reports: 1964. (See BIBLIOGRAPHY.)

READING:

Levels I - III

The teacher's special attention is called to this page!

READING IN A FOREIGN LANGUAGE

Reading Stage I: includes only materials that have been learned audio-lingually. (Level I)

Reading Stage II: includes only materials that recombine familiar vocabulary and structures from Reading Stage I. (Level I)

*Reading Stage III: includes contrived materials that introduce new vocabulary and grammar. It is continued to the end of Level I and throughout Level II.

Reading Stage IV: begins when contrived materials can be replaced by adapted and/or edited selections. (Level III-IV)

Reading Stage V: begins when the student can take an unglossed, unadapted book of normal difficulty and read it for meaning. (Level V)

The above categories are taken from the "Reading for Meaning," report of one of the working committees of the 1963 Northeast Conference. The chairman of this committee was the late Dr. George Scherer. Hence, it has come to be known as the "Scherer Report."

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* This is the stage about which we are concerned in Level II, both in the basic text and in the reader, Reading for Meaning (second semester).

Teaching Reading in the Foreign Language

NOT TRANSLATION

The following discussion is intended to give the foreign language teacher some additional background in the nature of the reading process, as it pertains to foreign languages which have a Western type alphabet. (Roman, Greek, Cyrillic) Since methods courses in the foreign language field have not yet incorporated detailed instruction on the teaching of reading, it is strongly recommended that language teachers try to find an opportunity to enroll in a course dealing with the teaching of reading at the elementary school level. Many insights and techniques can be transferred from this type of course into the teaching of reading in the foreign language at the secondary school level.

A text recommend by the supervisor for every foreign language teacher: Reading by Paul McKee, Houghton Mifflin Company, Boston, Mass. Copyright 1966. (Dr. McKee's original text, published in 1948, is a classic in the reading field.)

Particularly recommended in the 1966 text are the Introduction and Chapters 2; 4; 5; 8. (Do not be misled by the chapter titles; there is much valuable advice in these chapters, if we allow for the greater conceptual sophistication of secondary school pupils.)

What is Reading?

Although the main objective in foreign language teaching in this country until the early forties was reading, the type of reading intended was that which is involved in translation. The modern reading objective is concerned with the process of gleaning meaning from printed symbols in whatever language, without reference to any other language. This is an extremely complicated process psychologically and intellectually.

George Scherer has said that reading power depends upon "automatic and direct understanding of the structural patterns of the language from seeing their written representations."

Robert Lado defines reading as "grasping the language patterns from their written representations quickly without analysis of what symbols represent what sounds."

The process is analogous to that of listening comprehension.

McKee discusses reading in his book (mentioned above) in the following manner (pages 25-26):

> ". . . any printed expression stands for the spoken form of that expression - both the word n names and the voice intonations - as well as the meaning itself. Thus any piece of reading matter, small or large, is printed talk in the sense that it stands for sounds which the writer thought as he wrote the lines and which he would probably make in speaking the lines. . ."

> ". . . once one has established the correct associations between the symbols that constitute a given printed line and the spoken symbols the print represents, the mental process of making the meaning intended by the writer is essentially the same as that which would be required of him if he were listening to the writer speak what he has written."
> (Underlining above is that of writer of this guide.)

The Northeast Conference on the teaching of Foreign Languages, held annually in April, has addressed itself to the teaching of reading as a process several times since the Conference came into being in 1954.

The Reports of the following years are especially significant and apropos:

(In the schools) 1959: Language Learner - pp. 9-32
1964: Ideals and Practices - pp. 25-36
(In the schools) 1963: The Intermediate Phase - pp. 23-60
("Reading for Meaning")
1967: "The Teaching of Reading" pp. 9-48

By far the best of these four reports is the 1963 report dealing with "Reading for Meaning."

The Northeast Conference Reports can be purchased from the Modern Language Association; 4 Washington Place; New York City, N. Y. 10003. The 1963 Report has been purchased thru Foreign Language Budget for all secondary schools. The cost of each report is $2.50. Teachers are also encouraged to buy their own personal copies.

In recent years more articles on reading have appeared in the literature on foreign language teaching. Teachers are strongly urged to read the two articles given below. They are among the best that have been published.

1. "Audio-lingual Reading," by Elton Hocking, Modern Language Journal, Volume LI, Number 5, May 1967, pp. 264-267
2. "Reading in a Foreign Language," by Marjorie Lowry Pei, DFL Bulletin of the NEA, Volume VI, Number 4, May 1967, pp. 3-5.

Reading Stage III (Level II of Sequence)

As mentioned previously, Reading Stage III has been defined by the field as the point between the stage of reading only what has been practiced orally and the point at which the learner should be able to read adapted or edited selections written by native authors. (Level III-IV) Hence, at Reading Stage III the reading material must be carefully contrived with introduction of new vocabulary and structure at planned intervals.

This is the philosophy behind the development of "graded readers," and also the philosophy of the developers of the A-LM Series. In fact, the A-LM Series represents an attempt to implement the recommendations of the 1963 Northeast Conference

Committee Report on Reading for Meaning. The material presented for each level was prepared with a particular reading stage in mind. The members of this committee preferred the term "programmed reading" rather than "graded readers."

The A-LM Level II text concerns itself with Reading Stage III in that it:

1. introduces and drills new vocabulary and idioms at planned intervals.
2. introduces and drills new grammar in the context of the reading selection and at planned intervals. (Items to be mastered are re-introduced in a systematic fashion.)
3. provides for both intensive reading and extensive reading.
4. continues to relate reading to its audio-lingual base.
5. uses material not beneath the intellectual sophistication of the student.
6. begins to use the foreign language to give the student meanings of some words and phrases.

Guiding Principles in Teaching Reading in Level II

1. All reading (including silent reading) is audio-lingual. The reader must have the "audio memory" of the sounds, stress and intonation or melody of the language. In the first stage of reading the pupil read what he had learned to say, modeled by teacher or tape. In the beginning of Stage III the teacher should use this technique with part (not all) of the first reading selection in the book, called Basic Text.

Research has shown that almost everyone sub-vocalizes when he reads silently, that the speech mechanism is in a state of tension as if ready to speak, and that the reader inwardly hears himself as he reads, even though he is apparently silent. If this psychological phenomenon (sometimes called internal speech or silent speech) is inseparable from the reading process, in foreign language the teacher must not only be aware of it, but must also provide the audio-lingual training which will give the pupil the inner speech he needs in order to read.

This realization clarifies further the reason that the learning of isolated vocabulary has been condemned even for reading purposes. The factors involved in meaning include the word, its context, the intonation stress and melody of the whole (suprasegmentals). The reader must hear all of this in his inner speech.

"No one thinks for an isolated word the voice intonations he needs to think in reading that word in connected discourse." McKee, page 180. (Underlining that of writer of this section of guide.)

2. In all reading beyond Level I three categories may be distinguished:

   INTENSIVE
   EXTENSIVE
   COLLATERAL OR SUPPLEMENTARY

Intensive reading is that which is done in connection with the reading of A-LM Level Two instruction in the Basic Text. The material taught in the category of intensive reading is intended for active mastery. It is analogous to the dialogue of Level I in that sense.

Extensive reading encompasses the activities centered around a graded class reader, or a reading in the text which pupils are to read on their own for general comprehension, and discussion. (Last reading in each unit.)

Material for extensive reading should not be analyzed except to clarify meaning. It is not a vehicle for presenting the new vocabulary and structures to be mastered actively. The class reader, Reading for Meaning is in the category of extensive reading. It is meant to be enjoyed without a great deal of technical interference. It has controlled structure and vocabulary so that it is not at the frustration level. It should be read mostly as homework with discussion in class.

On the other hand, the section called Basic Text in the Level II textbook is meant to be thoroughly analyzed and practiced, for pronunciation and intonation, vocabulary, grammar and meaning.

Collateral or "Supplementary" reading is represented by the paperback graded readers, given to the more able students to read independently.

N. B. STUDENTS HAVING DIFFICULTY WITH THE BASIC WORK SHOULD NOT BE GIVEN SUPPLEMENTARY READING.

Intensive, extensive and collateral reading should be going on at the same time in the program of a given Level II class.

3. Even a beginning reading fluency cannot be truly achieved unless the following skills are objectively taught:

   a. use of contextual clues (sensible guessing)

   b. meaning through inference

   c. knowledge of most common roots, suffixes and prefixes in the foreign language (word families)

   d. true and false cognates between the native and the foreign language

   e. deducing infinitive from a verb form

   f. abstracting main ideas of paragraphs

   Such skills as these should be taken up during the guided study period, and during reading sessions as they arise in the text. THEY SHOULD NOT BE LEFT TO CHANCE.

The reading selection appearing at the end of each unit is in the category of extensive reading. Suggestions for using text, Reading for Meaning as extensive reading are presented in the guide on pages 182-192.

Format of the Classic Reading Lesson - Intensive Reading
(applicable in any Western language)

This presentation is intended to supplement the discussion in the A-LM II Teacher's Manual, pages 8-9, pertaining to the Basic Text section of each unit.

BASIC TEXT IS TO BE TAUGHT AS INTENSIVE READING.

Regardless of the teacher's individual style, all reading teachers agree on certain basic procedures which should be part of a lesson in reading-for-comprehension. The steps suggested below were formulated by Mrs. Esther Monke, a teacher of German in the Prince George's County Schools. Mrs. Monke is also a trained teacher of reading.

Suggested Steps

1. Preparation of the students for strange words and/or concepts. (In the case of the A-LM Level II, preparation of the students for the reading selection begins with the Basic Sentences.
2. Placing a few simple questions in the "thinking-mill" of the student, to be borne in mind as the student hears an oral presentation of the material, either via tape or by the teacher. (Books closed) In case of the A-LM Level II text some of the questions following Basic Text should be presented to the class before selection is read.
3. Hearing the reading passage in its entirety.
4. Securing answers to the "pre-asked" questions.
5. Eliciting voluntary contribution of students who remember

more of what they heard than merely the answers to the questions. (In the case of A-LM text, using the questions at end of the reading, if they were not all "pre-asked.")

6. Re-hearing the passage, this time in 5-10 line passages, i. e., longer than one sentence. The passage could be a short paragraph.

7. Follow-up activities and assignments. (In the case of the A-LM text, the entire unit is a follow-up of the Basic Sentences and Basic Text; hence there is no need for further teacher-contrived activities, except when the teacher sees the need for enrichment.)

NOTE: Appropriate props, pictures, transparencies (teacher-made) should be used in connection with the Basic Text as much as possible, in order to vary the procedure and to add "life" to the material.

Passages which the teacher feels may not be thoroughly understood should be clarified in English. Certain paragraphs may be assigned to the better students to summarize in English for the class. These summaries should be read and discussed (in English) as part of the building of readiness for discussion in the foreign language, which, of course, is the main objective.

Supplementary (Collateral) Reading - Levels I-III
(Independent, out-of-class reading)

Beginning some time during the third quarter of Level I, the more able students can be issued, on an individual basis, the paperback graded readers which are in every school. These readers are listed in the Prince George's County Foreign Language Inventory. The procedures and policies given below should be followed with regard to these readers:

1. Establish a kind of "lending library" procedure. Appoint a class librarian to issue the books, taking down student's name, book title, and date. The students should be given a two to three week period to complete the reader. The class librarian, under the direction of the teacher, should check periodically to remind the students when the books are due. When the book is returned, it is issued to another student.

2. These readers are intended for out-of-class reading. They are neither to be discussed in class nor used as class readers.

3. The teacher should set up a procedure for checking on the students' reading of these books. The teacher might keep on hand sets of dittoed questions (not more than five or six questions per reader) for each reader. The student is required to write replies to these questions upon return of the book. These questions should be answered in English since the student has had no direct instruction in this material.

   Note: Most of the readers have several types of questions in the back. The teacher might select a few of the questions requiring a statement answer to elicit English responses from the student.

4. Only students who are doing A or B work should be required to use these readers in Level I. In Level II, a larger number should become involved. In Level III, all students should be required to do supplementary reading.

5. Since the frustration level should be avoided, a student should be permitted to return promptly a reader which he finds too difficulty, to be exchanged for a more suitable one. Student interest in the topic is an important factor in reading success.

The following are examples of graded readers in German available at most schools:

Level I in difficulty: Der Gorilla Goliath; Radio; Sutter; Schweitzer

Level II: Pilzsuppe; Steuben; Heine; Thomas Mann

Level III: Das geheimnisvolle Dorf; Emil und die Detektive; Einstein; Mozart

GERMAN

LEVEL II

BASIC MATERIALS - LEVEL II

1. Text: A-LM German Level II - Units XV - XXIII
2. Tapes accompanying text
3. Test tapes (4 reels)
4. Test booklets - 40 per school

   STUDENTS ARE NOT TO WRITE IN TEST BOOKLETS, SO THAT THEY MAY BE USED FROM YEAR TO YEAR.

5. The test booklets also contain Reading Comprehension and Writing Tests.
6. Teacher's Manual for A-LM Level II. (Please study.)
7. Reading for Meaning - (extensive reading) A-LM Level II Reader. (See section in this guide concerning teaching techniques for Reading for Meaning.)
8. Student practice discs - 10 sets per school
9. Holt Flashcards. Continue to use these posters when applicable.
10. Berlitz-Pathescope. Filmstrip-tape set. Sets 2 and/or 3.
11. Paperback Graded Readers - for supplementary out-of-class reading. Most schools have such readers as Steuben, Pilzsuppe, Heine, Thomas Mann. (See section in this guide on Supplementary [Collateral] Reading, Levels I-III.)
12. Holt photographs. Good for display and motivation for oral/written composition.
13. Maps
14. Quick-Change Drills (Expanded Quick-Change Drills for second semester, Level II) These drills should be used selectively, when applicable, especially in the language laboratory, for a change of pace, since the approach of the Quick-Change Drills is slightly different from the A-LM drills.

The Use of German, by
Rehder and Twaddell and
Reporter in Deutschland,
by Drath and Winkelman.

These books are available, but are not to be considered basic materials in Level II. Since the books are in a number of schools in large quantities, reading materials for extensive reading can be selected from them by the teacher. The texts are accompanied by tapes, and the teacher may use the tapes in conjunction with the reading passages. Please be reminded that in using narrative tapes, the teacher must provide a purpose for listening, with an assigned task to be completed by the student. (See section in Level III of this guide, "The Use of Narrative Tapes - Levels II - III.")

Filmstrips and films (limited use). See section on filmstrips and films in this guide.

Recordings. Circling the Globe with Speech (Wilmac)

Song tapes and discs

Wie heisse ich Series }
Hör zu und rat mit Series } Use in laboratory.

A-LM LEVEL II: Units 15 through 23, Text and Manual

Systematic work on developing reading-with-comprehension skill begins with Unit 15. Teachers please proceed accordingly. Lesson plans, Manual, pages 41-76, are a practical assistance.

CAREFUL STUDY OF THE LEVEL II MANUAL IS REQUIRED OF THE TEACHER. THE TEACHER SHOULD NOTE SEVERAL DIFFERENCES BETWEEN UNITS 15 AND THE PREVIOUS UNITS. THE LIST BELOW GIVES THE SALIENT POINTS TO BE CONSIDERED.

1. The dialogue has been replaced by groups of Basic Sentences. The main purpose of the basic sentences is to establish meaning of new vocabulary and structures in the unit, so that the Basic Text of the unit may be read with understanding.

   ALL BASIC SENTENCES MUST BE THOROUGHLY MEMORIZED AS WAS THE CASE WITH THE VOCABULARY LISTS IN TRADITIONAL TEXTBOOKS. THESE SENTENCES SHOULD BE PRESENTED IN CLASS BUT LEARNED OUTSIDE OF CLASS IN THE COURSE OF SEVERAL ASSIGNMENTS.

   PLEASE FOLLOW EXACTLY THE METHOD OF PRESENTATION GIVEN IN MANUAL, PAGE 5.

2. Basic Text

   This is both a recombination and a new narrative in that it includes vocabulary and structures of previous units plus new material introduced in the Basic Sentences. The main purpose of the Basic Text is to develop reading comprehension. See Manual, pages 2-3, 7-8. Present Basic Text as suggested in Manual, page 8. IT IS NOT A TRANSLATION EXERCISE.

3. Questions on Basic Text for oral practice.

4. Please follow manual suggestions for presentation of Supplement and Exercises.

5. Structure Drills

   These drills, as in previous units, are intended for mastery of grammar.

   NOTE: The teacher should be aware of the differences in the types of drills, and of the subtleties involved.

   ONLY THE REPETITION DRILLS SHOULD BE PRESENTED IN CLASS BEFORE THEY ARE ASSIGNED AS HOMEWORK, AS IN PREVIOUS UNITS. THE TEACHER SHOULD FIND OTHER WAYS TO DEAL WITH THE DRILLS BESIDES CHORAL RESPONSE, e. g., DICTATION OF DRILLS, HAVING STUDENTS WRITE DRILLS ON BOARD, ASKING QUESTIONS WHOSE REPLIES REQUIRE THE USE OF THE DRILLS, etc.

   TEACHERS, PLEASE STUDY THE EXCELLENT ANALYSIS OF DRILLS IN MANUAL, PAGES 9-17, AND THE DISCUSSION OF THE GENERALIZATIONS, PAGES 15-16.

6. Conversation Build-up

   This section provides the opportunity to bring together what has been learned and practiced previously and applying it to express oneself in the language. Please follow Manual, pages 16-17.

7. Writing Drills

   See page 15 of the Manual.

8. Reading Selection. (Extensive Reading) Follow Manual, pages 17-18.

   This selection is preceded by a section called "Notes," and a section called "Stressed Syllables in New Words." Both should be taught before presentation of the Reading Selection. The teacher should explain to the pupils that if they have satisfactorily accomplished the previous tasks of the unit, they will be able to read this selection with understanding and pleasure. (Please note: The intent here is not "Vocabulary thumbing" and translation.) The questions should be dealt with orally in class before being assigned as written homework. The teacher may call for translation (informally in class) if he feels that comprehension is not complete. However, this translation should be immediately followed by discussion in German.

9. The recordings of Unit 15-23 should be used as part of the instruction.

NOTES TO THE TEACHER

Careful examination of the units shows that they are systematically conceived and planned as integrated wholes. They should be taught in their entirety.

Frequent teacher-made tests should be used during the course of the unit, in addition to the tests provided in the test booklets.

THE TAPE RECORDINGS OF EACH UNIT SHOULD BE AN INTEGRAL PART OF THE COURSE. PLEASE KEEP IN MIND THAT EACH TAPE SESSION SHOULD BE FOLLOWED UP BY DISCUSSION OR QUIZ ON WHAT WAS PRACTICED.

The recording of the Basic Text may be used as follows:

1. Students listen and follow in text.
2. Students follow in text and read with the tape.

Dictation should be included several times per week. See Level I section of this guide.

Short guided compositions should be assigned frequently. Guided compositions may consist of the following:

1. The teacher provides several key words or expressions around which a paragraph should be composed.
2. The teacher provides the paragraph with key expressions omitted.

Intensive Reading Lesson: Unit XVI, A-LM-Level II

Assigning the Reading (pages 75-76)

Assign the first two paragraphs of Beim Wasserschilaufen as soon as the basic sentences comparable to that part have been learned. It seems unnecessary to wait until all the sentences have been learned. Assign the writing of answers to questions 1-17 with this part of the reading selection.

Assign the second half of the reading exercise when the remainder of the basic sentences has been learned. Review the first part of the reading selection. Have students prepare the answers to the remainder of the questions.

Using the Structure Drills

The A-LM structure drills should all be used. However, the teacher will supplement the drills when he finds it necessary. In these suggestions, it is recommended that certain structure drills may need supplementing IN ADVANCE; other types of amplification of the drill procedure may also be found necessary.

1. The simple past tense of eight important auxiliaries (haben, sein, werden, können, dürfen, müssen, sollen, wollen) was introduced and very briefly handled in Unit XV. These need to be further drilled. This could be done in an oral substitution drill like the following:

Teacher:	Student Responses:
Es *war* Sonnabend.	Es *ist* Sonnabend.
Es *war* Sonnabendmittag.	Es *ist* Sonnabendmittag.
Die Schule *war* aus.	Die Schule *ist* aus.
Am Nachmittag *wollte* sie fahren.	Am Nachmittag *will* sie fahren.
Ich *konnte* euch zeigen.	Ich *kann* euch zeigen.
Helga *konnte* nicht gut wasserschilaufen.	Helga *kann* nicht gut wasserschilaufen.
Kurt *sollte* das Benzin nicht vergessen.	Kurt *soll* das Benzin nicht vergesson.
Das *war* dumm von ihm.	Das *ist* dumm von ihm.
Es *war* Winter.	Es *ist* Winter.
Das Wasser im See *wurde* kalt.	Das Wasser im See *wird* kalt.
Er *hatte* die Leine in der Hand.	Er *hat* die Leine in der Hand.
Helga *durfte* nicht mehr schilaufen.	Helga *darf* nicht mehr schilaufen.
Sie *musste* zu Fuss gehen.	Sie *muss* zu Fuss gehen.

A second drill on past tense of the eight auxiliaries could be a rapid-fire one which the teacher gives the past form and points to a student for a rapid changing of that form into the present. As in the above drill, the past is given first, eliciting a present response: it is easier to simplify a grammatical form than to make it more complicated. Then the reverse could be practiced: the teacher giving the present, to be converted to past form. The forms that seem to give the most trouble (*e. g.*, *durfte*/*darf*) could be repeated more frequently than those which seem easier for the students.

Teacher:	Student Responses:
er hatte	er hat
er wollte	er will
er durfte (etc.)	er darf

2. The *drill on strong verbs* on page 80 contains both transitive and intransitive verbs (with the two auxiliaries, *haben* and *sein*). It is suggested that the teacher have two drills pre-

pared - on two different chalkboards, if possible: one emphasizing the verbs in the passage Beim Wasserschilaufen which are transitive, and the other emphasizing the verbs that are intransitive. On the chalkboard, give only the present perfect. The order should be different from that in the exercises on page 80. Let students respond with the present tense.

After practicing with the two kinds of present perfect formation, the students will be better able to cope with the strong verb exercise at the bottom of page 80. When the class is using the drill, have them cover the left side of the exercise first, since it is easier to simplify a grammatical form than to make it more elaborate. Using first choral and then individual responses, have the class practice giving the sentences that are in the covered half of the drill.

3. There is a number of verbs in German which have two sets of principal parts: one set, transitive, the other, intransitive. One of those verbs occurs in the reading passage - the verb paddeln.

   E. g., fahren (to drive/pilot/, direct a vechicle; as distinct from to go by conveyance)

   schwimmen (to swim a race; as distinct from to go by swimming)

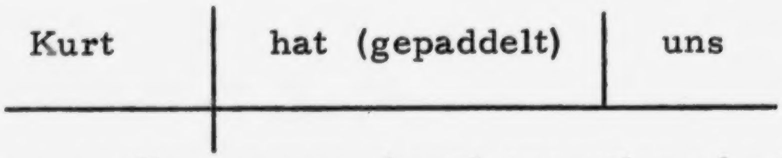
   paddeln (to take someone as a passenger in a boat that is paddled; as distinct from to go by means of paddling)

Without warning, the weak verb exercise at the top of page 80 incorporates the above grammatical phenomenon. It is recommended that the students be shown some sentences like the following on the chalkboard, to prepare them for the hat/ist choice they must make when they finally do the drill at the top of page 80.

Er ist zu schnell gefahren.
Er hat seinen VW zu schnell gefahren!

Kurt hat uns schnell gepaddelt.
Peter ist sehr langsam gepaddelt.

Have the students name the direct object in the sentences using hat. Using either the overhead projector or chalkboard, show the students a diagram illustrating graphically the reason for the use of hat:



Now, orally, secure choral execution of a few simple sentences which will employ ist or hat in analogous situations, using the specific verbs paddeln and fahren. Start with the sample sentences already on the chalkboard and use them as a point of departure. As the teacher says the sentences to be repeated, leave a "blank" for hat/ist by momentarily pausing and "drawing" an imaginary blank in the air with the right hand. The students then repeat the whole sentence - not merely hat/ist. Vary this exercise by transforming the practice sentences into simple questions to which the students reply with Ja plus an affirmative sentence. Now the class will have no difficulties and no puzzled looks when the paddeln phenomenon occurs in the exercise.

4. So far, six types of noun plural formations have been encountered in the A-LM sequence. None has been adequately reviewed or drilled in the text-furnished exercises alone. The teacher can prepare exercises practicing with plurals encountered in Beim Wasserschilaufen. (E. g., Jungs; Mädchen; Paddel; Wasserschier; Bootshäuser; Hände; Leinen; Schulen.) The teacher could hold up two fingers in a V; he says zwei Mädchen and changes the cue to one index finger held high. The students respond with ein Mädchen, etc. Pictures could be used as cues, or stick drawings on the chalkboard. At this level of grammatical immaturity, it seems to be of help in learning the plural forms to use a real numerical demonstration of plural at the same time as the forms are being presented. The second time this plural form drill is used, the teacher could omit the number cue and give only die Mädchen; the students would respond with das Mädchen, definite article plus noun.

5. Another major point of the lesson is the strengthening of skills in identifying the three German genders, as reflected in the definite article pattern. In this guide, under GRAMMAR GENERALIZATIONS - NOUNS, there is a helpful approach to grammatical and natural gender in German. It would be advisable to duplicate the generalizations concerning gender for each student to keep in his notebook. It could be subsequently referred to with a great saving in time and energy on the part of the teacher and the students. The students now know dozens of nouns with their articles and will experience pleasure in classifying them and seeing that there is "rhyme and reason" to the German gender system after all. The exercise on page 78 should be reasonably easy if the gender generalizations have been used first. Of course, das Wochenende, der Tank and der Klub represent vagaries - oddities in the gender area; but all other nouns can be neatly categorized and their genders predicted and/or explained in the light of the gender generalizations in the GRAMMAR section of this guide.

6. Stress in German words. Students will need help for the following words: die Positión; das Benzín; der Motór; das Motórboot; der Motórbootsklub; der Kaníster; der Resérvekaníster. They are on the tape of the reading passage, but extra drilling would be helpful.

7. The matter of the formation of compound nouns in German could be given additional attention. With books open, have the students find or make the compound nouns needed in answer to questions like the following:

    a. Ich gehe Wasserschilaufen. Ich trage eine Weste. Wie heisst meine West? Ist sie eine Wasser Wasserschilaufenweste?

    (Nein, sie ist eine Schwimmweste.)

    b. Ich habe nette Schier. Kann gut Schi laufen. Nicht auf dem Schnee -- nicht in den Bergen. Ich gehe auf dem Wasser Schi laufen! Wie heisst dieser Sport? Heisst er Tennis?

    (Nein, er heisst Wasserschilaufen.)

c. Mein Freund hat ein altes Boot. Sein Boot hat keinen Motor. Er muss sich immer paddeln! Das ist doch kein richtiger Sport! Das ist schwere Arbeit! Er wird immer so müde! Aber mein neues Boot hat einen Motor. Ich fahre schnell in meinem Boot. Ich mache vielen lauten Lärm (BRRUMMMMM!) und as macht mir vielen Spass. Wie heisst denn mein Boot?

(Es ist ein Motorboot.)

d. Similar practice can be done with the words Benzinkanister and Reservekanister.

e. The picture on page 76 does not show Motorboote, but Segelboote; it would be helpful to teach the words Segelboot and segeln at this point. Segeln, by the way, is another verb like paddeln, which has both a transitive and an intransitive meaning.

f. A challenge for the students: Ein Mann in der Geschichte ist ein Motorbootsklubsmitglied. Wer ist er?

(Er ist Onkel Otto.)

(The word can be written on the chalkboard and practiced orally, just for fun; the compound nouns of the unit do not actually grow that long, but compounds of that length are not rare in German.)

Reading Selection: Beim Wasserschilaufen

1. Use pictures and/or dramatizations to illustrate new words or expressions from the selection during the warm-up period two or three days prior to assigning the reading selection. Use this as an opportunity to review old vocabulary or expressions that the students may have forgotten.

2. Instead of assigning the entire selection for completion in one night, assign the first two paragraphs and accompanying questions the first night and the next two with questions 18-36 for the second night.

Assigning the entire reading selection for one night will lead to lack of completion of the assignment on the part of many students.

3. Students tend to feel that they do not have homework when no written assignment is given. Be sure that the students write the answers to questions 1-17 the first night of studying the reading passage, and questions 18-36 the second night.

4. On the day following the assignment of the reading passage for homework, let the class hear the portion read for homework on tape.

   Have the class read rapidly, in chorus, the reading passage they prepared for homework. (No German to English translation*) Pause every two or three sentences to intersperse the reading with teacher-made or textbook questions.

5. Tatsachen. The teacher encourages the students (with books closed) to state - very simply - the facts now learned about the characters in the story:

   Wir sind am See.
   Onkel Otto hat ein Boot.
   Zwei Mädchen sind da.
   Peter kann wasserschilaufen. (u. s. w.)

6. Proceed with other structure drills in the text, which grow out of the reading passage.

*NOTE: It is agreed that any part of the reading not well understood by the students should be clarified in English, before being discussed in the foreign language.

This procedure should be clearly understood by the students and a specific time given for an opportunity to ask questions - in German. After that time is past, the class will understand that the lesson will be entirely in German. (E. g., the student might ask after Beim Wasserschilaufen: Ich kann diese Frage nicht verstehen: Hab' ich etwas falsch gemacht? Diese Frage steht auf Seite 76. The teacher asks whether any student understood the question better than the student who asked it. If not, the teacher proceeds with a brief explanation in English. However, if the unclear matter is one which can be explained in German using vocabulary and structures entirely familiar to the student, the use of German is to be preferred.)

An Analysis of Teaching Procedures
as applied to Reading for Meaning.
Extensive Reading - Level II - Late
first semester, not earlier than
December

Reading for Meaning

NOTE: Most of the points discussed below also apply to the Reading Selection at the end of each unit in the basic text.

Reading, as a skill, is viewed as physiologically and psychologically different from the skills of listening and speaking which have been the primary skills with which we have been concerned.

The primary aims of reading are:

I. To develop an understanding of the material presented without translation or reference to English (only when absolutely necessary.)

II. To develop the skill of independent reading.

The reading exercises with which we have been dealing in the A-LM II Text, are geared to what is termed "intensive reading" -- techniques of vocabulary drill, pattern practice, questions and dictations are employed. The reading exercises are based on grammatical points and vocabulary which are drilled and emphasized throughout the unit.

In the Reading for Meaning text, we are concerned more with extensive reading. The stories are meant to be enjoyed by the students, while we are developing, at the same time, reading skills. Emphasis is now on the entire text (story, chapter, section). The entire passage is assigned, read, and discussed as a single unit.

This does not mean that the text is to be read and discussed in one class period but that the attention and interest of the student should be focused on the over-all comprehension of the characters and events rather than upon precise details of grammar or story context. It should be noted that Reading for Meaning should not be treated as an "Explication de texte" (no pattern drills, grammatical explanations of dictations should be used.)

It is important for the teacher to prepare the students for the reading in which they are about to engage. There are three areas which need to be covered if the teaching of reading is to be effective:

I. Preparation by the teacher.
The teacher must read the story before the class is expected to do so, for it is necessary for him to create an atmosphere which is conducive to reading. He should do two things in creating this atmosphere:

(A) Provide a setting for the selection to be read. The teacher presents the new story with a short summary of that part being studied on that particular day, or the whole story if it concerns only one main event. The teacher summarizes simply what happens in the story using previously studied vocabulary that is quite familiar to the student. Avoid new vocabulary from the story at this time, except for words which are absolutely necessary and central to an over-all view of event(s) of the story. Use the present tense when possible. If famous names need to be included at this point, do not assume they are known unless recently covered. For example, (page 12),,. . . Die barocke Karlskirche, der gothische St. Stephan. Steigen wir auf den Turm des Stephansdoms!" For

Weinlese (harvest of grapes), hold up a picture (or photo) of this process, since it is such a familiar sight along the Rhein. (page 30, Reading for M.) Otherwise, omit this vocabulary until it presents itself as the story is being read.

See Addenda for example of setting.

(B) Provide a word study list for the students from the material being read. * (To be done before reading of the passage.)
The goal of word study is to find and explain key words and expressions which need further definition for comprehension of the story. Words that can be guessed from context, and cognates, should not be included. The words that comprise these (dittoed) lists are not to be actively mastered, not to be used as pattern practice, but are to be used only as they are needed for understanding of the passage, i.e., passive recognition.

There are several methods for presenting vocabulary of a story for specific study. Translation of individual words should be resorted to only when explanation in German would be too time-consuming, ineffective, or cumbersome to be practiced. The most desirable devices are the following:

1. synonyms
    a. given by the teacher in German from the old vocabulary of the students, and matched by the teacher with a new

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* Pupils should be taught how to use the end vocabulary and the dictionary for checking on meanings when other avenues such as contextual clues fail. They should be aware, for instance, that in order to find the meaning of a verb, they must know its infinitive.

word from the story.

b. given by the teacher from the old vocabulary, and matched by the students with a word from the story that is known to be at least slightly familiar to the students from previous study.

2. antonyms
Same procedures

3. Sentences completion - for slightly familiar words, and for reworking of "new words" studied as synonyms or translated. The sentence could be lifted from the story with a word left out, but it is preferable to force use of the word in a different sentence that relates to the story.

4. Questions forcing the student to use slightly familiar, newly defined target words in his answer.

NOTE: 1. Emphasize root families of words: nouns, verbs, adjectives, etc. formed from the same stems.

2. See Addenda for samples.

II. Preparation by the student

One of the aims of reading is to develop the skill of independent reading. Therefore, it is important that a part of the passage being read be assigned as homework. The assignment should be read without stopping and without reference to English the first time. The teacher should also have students reread a passage as homework. The teacher should assign specific passages to different students and have them report on these passages in English the next day in class.

III. Actual lesson with the students in class

Unless the text is short, the teacher should not attempt to teach an entire story during one class period. Divide the story into two or three parts at points where there are obvious or natural breaks in the story.

In teaching a story it is helpful if the teacher first reads a part of the story aloud while the students listen without looking at the text.

When the passage is reread, students should have their texts open. At this point the teacher should stop to develop meaning through the use of synonyms, antonyms and questions which bring out what has been said and what has been implied or understood in the text. It is important to note that communication will be much more natural and effective if the teacher is so familiar with the story that he need not look at the book. In the reading, it is important that the teacher make all efforts to subdue English and reduce it to an inactive role. (Avoid German to English translation) She should further see that vocabulary and structure be at the student's disposal so that he can eventually read the passage with confidence and relative ease.

"The materials used and coaching done by the teacher should contantly aim at comprehension that is linked directly to the target language" (German). *

Encourage contextual understanding. It is important for the student to realize that meaning is seldom, if ever, related solely to a single word but to cluster of words as they are interrelated in utterances, sentences and paragraphs. The reader may not know the meaning of a single word encountered by itself, but when he comes upon it embedded in an environment of other words that are familiar to him, the context endows this word with meaning for him. This contextual understanding may not take place the first time the passage is scanned or read, but areas that are first clouded with meaninglessness gradually become clear

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* Brooks, Nelson, Language and Language Learning

as the passage is read a second or third time. By rereading, the student should be able to strengthen his ability to go directly from the target language code to comprehension, which is the goal.

When context fails to convey meaning for the student, other methods must be used. The most appropriate of these would be a footnote or gloss in the target language that restates meaning in terms which are very familiar to the student. If meaning still is not clear, it is appropriate and desirable at this point to give the English equivalent to the term or expression.

Each passage read must have a follow-up both in the classroom and at home. However, written work for the reader should be assigned sparingly. Avoid elaborate writing assignments such as:

compositions
translation of entire passages
grammatical exercises
dictations
résumés

Please remember that intensive work in reading and writing is sufficiently covered in the A-LM basic text.

The teacher should prepare other short exercises since the questions at the end of each story do not provide enough variety as follow-up exercises. The questions at the end of each story should be divided into appropriate sections corresponding to that passage read during the class period. These questions should be done orally, as a rule. Other suggested follow-up exercises may include the following:

(A) A sequence of completion exercises to be done in class. (teacher-made)

(B) True-false statements to be done in class. (teacher-made)

(C) Division of the class into two teams. Have one team prepare questions for the other. (Question preparation should be done at home and the team exercise in class.)

(D) Oral retelling of a part of the story using vocabulary from the day's lesson.

(E) Having the students formulate and write out, using mostly the author's words, a series of brief statements, in German, which highlight the passage.

(F) Having the students reread a passage already read in class. The passage should not be a difficult one, and the students should be prepared to answer questions on it the following day with their books closed.

NOTE: Be sure that the passage studied the previous day is reviewed in some way before going on to the next passage.

ADDENDA

A. Suggested Lesson Plan Using Reading for Meaning

B. Sample Settings

C. Sample Word Study

A. Suggested Lesson Plan for Reading for Meaning

NOTE: Other activities during same class period should not include any other Reading Selection from A-LM Basic Text.

1. Introduction of Story - Oral SETTING of story by teacher.
2. Word Study - words necessary for comprehension of that particular day's passage are singled out for study.
    a. New and slightly familiar words necessary for comprehension of that particular day's passage are singled out for study.
    b. Use dittos and/or oral work. Dittos should be kept on desks for reference during reading. This is not homework material.
3. Repeat Setting (Use original summary, no new words.)
4. Teacher reads passage with student books open, or closed.
5. Students read short passages in chorus and singly.
6. Oral in-class follow-up of ideas, events, etc. - not grammar.
7. Homework follow-up of ideas, events, etc., (limited assign

B. Suggested Settings for REPORTER BEIM TAGBLATT, pages 19-20 only.

Sample 1

Die Schüler des Gymnasiums hatten eine Karnevalsparty -- eine Faschingsparty. Sie hatten alles in der Aula schön dekoriert. Alle trugen Kostüme und Masken. Unser Freund Detlev Klein trug ein Reporterkostüm. Er hatte viele Kurz-Interviews - besonders mit schönen Mädchen. Später wird er einen Artikel über die Party für die Zeitung - das TAGBLATT - schreiben.

Sample 2

Detlev Klein, unser sehr junger Journalist, sollte einen Artikel über eine Karnevalparty seiner Schule schreiben. Er ging auch selbst zur Party -- als Reporter verkleidet. Er schrieb über die Kostüme, die Masken, die Combo-Musik, und die Dekoration von der Party.

(A picture of a typical Fasching ball could be shown.)

C. Sample Word Study

NOTE: These lists are not complete for a given passage but are examples of the type of desirable exercises. The words used herein as examples are not necessarily those which will need to be studied.

1. The Nouns of the Passage

Train the students mentally to see pictures and mentally to hear background sounds in stories which they read: such a practice aids comprehension on any level of reading and assists the students in intelligent guessing of the meaning of words in context.

Books open.

Tell the students to pretend: Sie sind blind. Was konnte man während der Party hören?

Answers: Studenten: sie sprechen und lachen
Musik: die zwei Schüler-Combos
Hallos: für gute Kostüme

Tell the students to pretend: Sie sind taub. Was konnte man während der Party sehen?

Answers: die Dekoration
die Kostüme von den Schülern
die Wandbilder
das Tanzen
die Aula
Detlev Klein, als Reporter verkleidet

2. Synonyms (This material could be dittoed or written on board.)

   a. Detlev sagte: 'Meine Maske war $\left\{\begin{matrix}\text{sehr}\\ \text{scheusslich}\end{matrix}\right\}$ heiss!

   b. $\left\{\begin{matrix}\text{Besonders die Mädel drängten sich}\\ \text{Viel mehr Mädel als Jungen kamen}\end{matrix}\right\}$ zu Detlevs Kurz-Interviews.

   c. Die Combos hatten $\left\{\begin{matrix}\text{den letzten Schlager}\\ \text{das letzte Stück Musik}\\ \text{den letzten Tanz}\\ \text{das letzte Lied}\end{matrix}\right\}$ gespielt.

   d. Detlevs Partykostüm $\left\{\begin{matrix}\text{bestand aus}\\ \text{war dies:}\end{matrix}\right\}$ (1) ____________ (2) ____________ (3) ____________ (4) ____________

   (Since the point of this exercise is merely the meaning of bestand aus, ignore the more complex matter of the cases of the words after the verb phrases. The spaces after the numerals have been left blank; proceed to fill them rapidly with the four nouns as the students volunteer them. Omit articles.)

   (Trenchcoat; Hut; Kamera; Schild - PRESSE)

3. Antonyms

   a. nicht schwer -- ganz leicht

   b. riesige -- sehr kleine

   c. ganz gut -- sehr schlecht

   d. froh -- traurig

4. Sentence completion

   a. Die Lampen sahen ganz anders aus, denn sie hatten Papierlaternen um sich herum.

b. Die Tanzmusik wurde von zwei Schüler-Combos gemacht.

c. Die Schüler trugen nicht ihre gewöhnlichen Kleider, sondern die tollsten Kostüme.

5. True/False (richtig/falsch)

a. Oberstudienrat Herr Doktor Mücke hat all' die Wandbilder selbst gemalt -- ohne Hilfe -- ganz allein.

b. Um drei Uhr fing die Party an.

c. Die Party fand in der Aula statt.

d. Detlev Klein konnte nicht gut tanzen.

e. Schon während des ersten Schlagers -- schon während des ersten Musikstücks -fingen die Schüler alle an, die Aula zu verlassen.

As each true/false statement is read, allow the students to ask a very brief question in German about vocabulary, if only one word is giving difficulty.

E. g., Student asks: Das Wort WANDBILDER, bitte?

Teacher answers, using gestures: Die sind grosse Bilder, die die ganze Wand bedecken.

Whenever possible, the teacher would answer in very simple German, in a case like this, using only known vocabulary words to explain the unfamiliar one. The procedure described in this paragraph could be a pre-explained practice allowed only when an informal true/false check is being conducted concerning a passage for extensive reading training; or it could be a procedure used at other specific times as well.

True/false statements, of course, should be used sparingly, because of the guessing factor. However, they can be used occasionally, for variety, and often with a dual or triple purpose. In statements 5a and 5e, above, for instance, the teacher is obviously using the true/false device as a vocabulary-teaching method. (Synonyms)

USE OF THE TAPES

USE OF THE LANGUAGE LABORATORY

All the tape recordings accompanying the A-LM level II text are to be used at appropriate, pre-planned times, as an integral part of the course. The four test tapes should also be used.

See the section of this guide for Level I for procedures for using the tape recorder in the classroom.

See APPENDIX A for use of the language laboratory, a required part of the instructional procedures if there is a language lab in the school.

SUMMARY OF SKILLS FOR LEVEL II
(Minimum Achievement)

Upon completion of the Level II course the student should be able to:

1. . . understand all the material in the Basic Sentences, Basic Text, and Structure Drills of each unit when heard or read.
2. . . use this material actively in speaking and writing.
3. . . formulate sentences for expressing his own thoughts within the framework of the same material, beginning to utilize the "planning ahead" technique.
4. . . approach graded reading material with some skill in using contextual clues, cognates, prefixes, suffixes and roots.
5. . . use the end vocabulary and dictionary when absolutely necessary in reading, being able to deduce the infinitive of a verb from one of its finite forms.
6. . . write and spell accurately the material in the Basic Sentences, and any dictated passages based on these sentences.
7. . . write controlled compositions with accurate use of vocabulary and idioms studied in the Level II text.
8. . . understand the grammatical principles presented in the Level II text, and their application.
9. . . apply the proper study skills in doing his assignments.

GERMAN

LEVEL III

SUMMARY OF OBJECTIVES FOR LEVELS I-III

1. A planned and balanced program of reading, conversation, grammar (both review and finer points, oral and written). Considerable expansion of reading activities in Level III.

2. A program to develop facility in written expression, using guided composition approach.

3. The following goals should be kept in mind:

    a. to develop listening comprehension to the point where the student will be able to understand with reasonable accuracy German as spoken at normal speed with the accent of a native speaker.

    b. to develop oral ability to the point where the student can express himself with reasonable fluency in correct and idiomatic German.

    c. to develop reading ability to the point where the student can, by Level III, read literary material of controlled difficulty with a degree of fluency.

    d. to develop writing ability to the point where the student may compose uncomplicated German sentences free from anglicisms, making use of an expanding active vocabulary.

    e. to develop an understanding of civilization of the German-speaking world.

4. Organization of a room library by each Level III teacher, for regularly assigned outside reading.

5. Inclusion of the following activities:

    a. Films and filmstrips

    b. Providing some opportunity for students to record

    c. Some projects of cultural information - done in the foreign language

d. Current events - assigned

e. Short teacher "lectures" on subjects of interest, e. g., sports, television, a particular landmark, a historical personality, etc.

f. Dramatization of conversations or pupil-produced material suited to the level of proficiency.

g. "Guided composition" leading to some free composition; for example, free composition may be an exercise in which the teacher places a large picture before the students and asks them to write a paragraph describing it.

h. The activity described in item g. may be used for oral composition also.

See Stack's book, The Language Laboratory and Modern Language Teaching, Chapter VIII, "Reading and Writing Objectives." --- In your school library.

6. To develop creative techniques for the classroom reading lesson, which avoid the read-translate cycle.

In handling more difficult material in Level III, translation of a story or article may be assigned as an intermediate step toward the objective, which is to discuss the material in German. Certain individuals may be assigned this task (in rotation). During the class meeting, the material is explained in English briefly, as a preliminary step before the discussion in German. This may be regarded as an exercise to develop readiness.

Or, the teacher may ask whether any points in the material need clarification, before proceeding with the discussion in German. Teacher may call on various students to help clarify matters for those having difficulty.

Both of the above techniques should be employed, but in no case should more than ten or fifteen minutes be used for this purpose. If the material is not discussed in German, the objective has not been fulfilled. Students should be graded on their participation in the discussion in the foreign language.

BASIC MATERIALS - LEVEL III

1. A-LM Text, Units XXIV-XXXV.
2. Tapes accompanying the text. All tapes are to be used at appropriate times during the course.
3. Student practice discs - 10 per school.
4. Test booklets - 40 per school. STUDENTS ARE NOT TO WRITE IN THESE TEST BOOKLETS: THEY ARE TO BE RETAINED FOR USE FROM YEAR TO YEAR.
5. Test tapes - 3 reels
6. Teacher's manual
7. Berlitz-Pathescope, Series 1-6, and other filmstrips. (See discussion of filmstrips in this guide.)
8. Films at the Materials Center. (See discussion on films in this guide.)
9. Im Wandel der Jahre (w/tapes). Selected chapters as class reader (extensive reading). (See section in this guide, "The Use of Narrative Tapes - Levels II-III," immediately following this section on "Materials for Level III.")
10. Reading for Meaning as extensive reading (major emphasis in Level II). The teacher should inquire whether there are any stories that thave been read by no one in the class, and these could be used as class reading from time to time. Please refer to Level II section of this guide for suggestions for using Reading for Meaning. The techniques described may also be used with Im Wandel der Jahre.
11. Quick-Change Drills and Expanded Quick-Change Drills. (Tapes and teacher's manual).

    These drills should be used selectively, when applicable, especially in the language laboratory, for a change of pace, since the approach of the Quick-Change Drills is different from the A-LM drills.

12. Holt photographs of lands where German is spoken. Good for display and motivation for oral/written composition.

13. Dictionaries, encyclopedias and reference grammars.

14. Maps

15. German MLA Cooperative Listening Comprehension Test. Form MB. (Form MA for practive), to be given in May of each year, ranked scores to be sent to the central office.

* * * * *

Recordings. Circling the Globe with Speech. (Wilmac series).

Song tapes and discs

Wie heisse ich Series Hör zu und rat mit Series	for use in the laboratory

Additional Level III Material:

the Use of German, by Rehder and Twaddell;
Review and Progress, by Rehder, Shaw, *et al.*, and
Reporter in Deutschland, by Drath and Winkelman.

These books are available, but are not to be considered basic materials on Level III. Since the books are in a number of schools in large quantities, reading materials for extensive reading can be selected from them by the teacher. Both of these texts are accompanied by tapes, and the teacher may use the tapes in conjunction with the reading passages. Please be reminded that in using narrative tapes, the teacher must provide a purpose for listening, with an assigned task to be completed by the student. (See section in this guide, "The Use of Narrative Tapes - Levels II-III.")

The Use of Narrative Tapes - Levels II-III

The following are specific procedures for the use of narrative tapes:

1. Only that portion of the recording which contains material being taught at the time should be used.

2. Do NOT continue a taped exercise for more than ten or twelve minutes at one time; intersperse with live presentation, check-up quiz, "conversation," etc.

3. It is better for the teacher to walk about in the classroom than to remain at her desk at the time the tape is being played.

4. The use of any recorded material must be planned. Most of the texts have recordings of the entire contents. This fact does not imply that the teacher must use an entire tape or disc. Please be selective; use those parts best suited for oral work.

5. The teacher has an obligation to use the recorded materials, in order to provide the students with the opportunity to become accustomed to a variety of voices speaking the foreign language.

6. In using narrative material, the teacher should use his judgment as to whether to have the students follow the text. It is entirely dependent upon the nature of the activity. The selection may be introduced by having the students listen to recording and follow in text. (Such introduction of material is appropriate in Level III.) If there is a listening comprehension test on the material, texts would be closed.

7. In using narrative tapes, the teacher must provide a purpose for listening, with an assigned task to be completed by the student.

8. The practice of providing a listening comprehension exercise on ditto is highly recommended. This could be in the form of a small multiple choice check sheet, used in conjunction with a tape recording of the questions prepared in advance by the teacher. The masters for such checksheets could be reused. Such a comprehension check could be used either in the classroom with tape recorder, or in the laboratory - or "live."

A-LM Level III Units XXIV through XXXV, Text and Manual

The skill of reading-with-comprehension is further developed and refined in A-LM Level III. Lesson plans (Manual, pages 27-56) give workable time allotments and other valuable suggestions. CAREFUL STUDY OF LEVEL III MANUAL IS NECESSARY FOR THE TEACHER, SINCE THERE ARE SEVERAL SIGNIFICANT DIFFERENCES BETWEEN LEVELS II AND III. The following list indicates the salient points to be noted.

1. Basic Sentences again introduce the units, with the purpose of establishing the meaning of some of the new vocabulary used in the unit and of presenting examples of new structural items. The Basic Sentences must be mastered but are not to be drilled by the teacher in class with the same intensity as in Levels I or II. It should be pointed out that as the student proceeds from Level I to III, an increasing amount of responsibility is shifted to him: in Level I most of the work is done in class, with the teacher; by Level III, however, most of the preparation is done by the students at home, with class time used for performance by the students. See Manual, page 5.

2. Word Study follows, to improve the student's word attack skills, aiming toward his greater independence in reading. The sections on Word Study should be thoroughly taught, presenting the related vocabulary before reading passages which follow. In all the units except 28 and 30, immediately following Word Study, and/or just before the beginning of a reading passage, there is also a small section called "Stressed Syllables in New Words," which should be mastered before the reading that follows it is introduced.

3. Reading selections increase in number and complexity in Level III. Many of these selections are from the works of contemporary German writers, sometimes abbreviated or edited to

control the reading difficulty. Questions which follow reading passages should be answered orally in class before the students are expected to answer them in writing. (Manual, page 6.)

4. Idiom Drills constitute a new type of drill introduced in Level III for the first time, designed to teach idiomatic expressions or constructions differing substantially from the corresponding English.

5. Structure Drills follow the same types as those encountered in Levels I and II, with the addition of such new ones as "Paired Sentences" and "Contrast Drill." Generalizations presented should be used to develop in the students understanding of the unit in the terms in which they are explained. As in previous levels, only the Repetition Drills require presentation in class before they are assigned as homework. The Writing Drills increase steadily in length and difficulty, representing development in the area of writing skills.

6. The Conversation section, with the ultimate objective of communication in German, furnishes the student with fewer guidelines and controls than in Levels I or II. The usual procedure in the Conversation section, Level III, is the presentation of a reading passage of controlled vocabulary and structures, which the student reads and summarizes, orally, according to various patterns.

   Practice is given with two types of exercises: sustained talk and exchange with one or more persons. Where questions are given in such an exercise, the questions should be answered orally in class before the final sustained utterance is demanded.

CLASSROOM LIBRARY AND INDEPENDENT READING PROGRAM

Earlier in this guide, independent reading was discussed. However, since this is such a large part of the Level III program, a more detailed presentation is warranted here.

1. Each Level III classroom should have a collection of reading materials: fiction, non-fiction - past and present; anthologies, pamphlets, for assigned outside reading.

2. These materials should be organized in the form of a "library."

   The teacher has a file card for each book, on which appear title of book, date and name of each student who signs out the book.

   TEACHERS SHOULD APPOINT TWO RELIABLE STUDENTS IN EACH LEVEL III CLASS, WHO WILL CARRY OUT THE JOB OF CHECKING OUT BOOKS, KEEPING TRACK OF BOOKS, ETC. A LIST OF WHAT IS IN ROOM LIBRARY SHOULD BE POSTED. ROOM LIBRARIANS CAN ASSUME THIS RESPONSIBILITY.

3. Each student, Level III, should have a personal folder. Students should submit written summaries of each slection read, written according to standards set by the teacher.

4. A desirable requirement is one reading selection per quarter. No maximum number should be set; avid readers should be encouraged.

5. Teachers should require some reports to be given orally. These should be staggered in such a way that no class period would consist entirely of oral reports.

6. The language department of each school should evolve a standard form for recording in each student folder whatever has been read.

7. Graded, paperback readers may be purchased at 10 per Level III class. Only two or three copies of books costing $2. 50 or more may be purchased. For individual outside reading, there should be a few copies of many selections, rather than large

numbers of a few selections. Request for inclusion of readers in the budget should be made in October for the following school year.

Samples of Forms for Recording Student Independent Reading

These are only examples from which other schools may evolve their own forms. A sufficient number of ditto copies should be available for the school year. The questions asked might be in English for Level II. They should be in German in Level III. These forms were originally developed in Spanish at Northwestern High School.

FORM I

REPORT ON OUTSIDE READING

FRENCH III & IV
GERMAN III Name ______________________
SPANISH III & IV Date ______________________

1. What is the title of the selection?
2. What does it concern, or what is its main idea?
3. In what country does it take place, or to what country does it refer?
4. Give the characters, or the main items dealt with in the selection.
5. Relate any interesting fact you learned from the reading with regard to the culture, inhabitants, history, politics, or economics of the country.
6. Did you enjoy the selection? Why? Why not?

Space is left for the students to write answers to the questions.

- -

FORM II

Name ______________________
Date ______________________

REPORT ON OUTSIDE READING: AN ANTHOLOGY

FORM II (Cont'd.)

Title ______________________________

1. How many selections are included? and with what are they concerned in general?
2. How many did you read?
3. Write a summary of (teacher must insert number here).

- -

FORM III

Name ______________________________
Date ______________________________

REPORT ON OUTSIDE READING: A NOVEL (or NOVELETTE)

1. What is the title of the work?
2. Who is the author?
3. Who is the publisher and where located?
4. What is the plot of the novel?
5. What type of novel is it?
    - Romantic novel?
    - Historical novel?
    - Adventure novel?
    - A novel of manners (habits, national customs)?
6. In what country or countries does it take place?
7. Name and describe the principal characters.
8. Was there anything of significance which you learned from reading the novel?
9. Write a short composition in your own words on a character or scene which you found interesting.
10. Did you enjoy the selection? Why? Why not?

FORM IV

Name ______________________________
Date ______________________________

REPORT ON OUTSIDE READING: A SCIENCE READING

1. Give the title of book or article.
2. Author or authors

FORM IV (Cont'd.)

3. Publisher
4. Subject of the selection
5. Is this information for the general public, or more specifically for German-speaking people? Why?
6. How is the book organized? What topics does it contain?
7. Relate something of importance or of interest which you learned from reading this book.
8. Make a list of scientific terms which pertain especially to this subject.
9. Write in your own words a description of an interesting section in the book.
10. Did you like the selection? Why? Why not?

FORM V

Name ______________________
Date ______________________

REPORT ON OUTSIDE READING: BIOGRAPHY

1. Name of selection
2. Author (s)
3. Publisher
4. Person or persons whose life is presented in the story.
5. From what country or countries are they?
6. Describe the principal persons.
7. What historical facts did you learn concerning this particular country?
8. Describe in your own words a passage or scene which you enjoyed.

Summary of Skills: Level III

All the material in the thirty-five units is to be mastered within the context of all four language skills. Among the variables which determine the degree of mastery are the ability, application and motivation of students and teachers. The following is a summary of skills which can reasonably be expected of students by the end of Level III.

1. Listening

The student should be able to understand any sentences or paragraphs from any one of the thirty-five units, when spoken at fairly rapid speed by the teacher, his fellow students, or native speakers, whether these voices are "live " taped, or recorded.

He should be able to understand new recombinations of any of the material in the thirty-five units.

He should also understand new material of comparable difficulty, but containing occasional new words, whose meanings the student can surmise by employing the word-attack skills he has accumulated in Levels I-III.

In addition, the student should be able to derive general meaning from that which hears, even if it contains a few words the meaning of which he cannot surmise.

2. Speaking

The student should be able to give correct oral rejoinders to cues from any context with which he has become familiar during Levels I-III. He should be able to ask or answer questions in German on any part of the thirty-five units. He should be able to summarize immediately, though briefly, in simple German, material from these units which he is allowed to hear, but not to see.

He should be able to do the same for new material of comparable difficulty, though containing occasional new words whose meanings he can surmise through accumulated word-attack skills.

In addition, the student should be able, in simple German, to ask or answer questions on, or to summarize briefly, some new material which he hears or sees for the first time, and which may contain a few words whose meanings he cannot surmise.

He should be able to read aloud fluently, unhesitatingly, with proper stress, pronunciation and intonation, material from any of the thirty-five units, or material of comparable difficulty.

The student should be able to summarize aloud in simple German material which he himself has previously read, but which he has never heard anyone say, provided the material is of a difficulty commensurate with the student's level of skill.

He should be able to describe in correct, simple oral German anything in his immediate environment or daily life, or pictures that are shown him.

By the end of Level III, the student should be able to read rapidly and silently anything from Units I-XXXV, with an excellent degree of comprehension.

He should be able to read new material which may contain only occasional unfamiliar words whose meanings he can surmise with the word-attack skills he has developed, without recourse to a dictionary.

Material in which new and unfamiliar words and structures occur frequently he should be able to handle with the use of a dictionary. Translation per se is not stressed.

3

4. Writing

The student at the end of Level III should be able to present in writing any of the tests of skills described in item 1 and 2 (Listening and Speaking). His written German should be correctly spelled, punctuated, and capitalized. His grammar should be correct, idiomatic, and reasonably free of anglicisms.

* * * * *

The student should be aware of the history and contemporary culture of German-speaking peoples and their place in the world picture. He should be very familiar with the geography of the countries where German-speaking peoples live.

GRAMMATICAL GENERALIZATIONS:

FORMS and SYNTAX

GRAMMATICAL GENERALIZATIONS

NOUNS, LEVELS I - III FORMS

I. Gender and number

A. Gender

1. Masucline
2. Feminine
3. Neuter
4. Nouns having two genders

a. das Band (ribbon, tape: das Tonband); der Band (tome, volume)
b. der Leiter (leader); die Leiter (ladder)
c. das Messer (knife); der Messer (meter: der Belichtungsmesser)
d. der See (lake); die See (sea)

B. Number

1. Singular
2. Plural
3. Nouns having no singular

Examples: die Eltern, die Gebrüder, die Geschwister, die Kosten, die Leute, die Möbel, die Trümmer

NOUNS, LEVELS I - III FORMS

4. Nouns having no plural

   a. Proper names
   Examples: das Berlin, die Bundesrepublik

   b. Nouns denoting materials
   Examples: das Fleisch, das Gold

   c. Collective nouns
   Examples: der Bau, die Bedienung, die Eile

   d. Most abstract nouns
   Examples: die Furcht, der Hass

   e. All adjectives used as abstract nouns
   Examples: das Gute (that which is good); die Güte (goodness); das Schöne

   f. Infinitives used as nouns

   g. Weights and measures used after numerals
   Examples: drei Glas Bier; sechs Paar Schuhe

5. Nouns having plurals different from their singulars*
   Examples: der Atem, die Atemzüge; der Dank, die Danksagungen; das Glück, die Glücksfälle; der Rat, die Ratschläge; der Tod, die Todesfälle

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*See also NOUNS, LEVELS I - III, Outline item V., D., Profession and occupation names ending in -mann

II. Generalizations concerning gender

Unlike English, the gender of a German noun is often "grammatical," rather than natural (e. g., der Apfel, die Tafel, das Kind) and does not necessarily correspond to the sex of the object or individual. In many cases, neither the meaning nor the form of the noun will indicate its gender. Therefore, the student must learn each noun with its definite article. In the case of living beings, the sex usually determines the grammatical gender: der Mann, die Frau, der Hahn (rooster), die Henne (hen). Exceptions are das Weib (wife) and the diminutives in -chen and -lein, as in das Mädchen, das Fräulein. Nouns denoting living beings without special reference to sex may be of any gender: der Fisch, die Maus, das Schaf (sheep).

Although it is recognized that the teacher of German is aware of the generalizations listed below, they are presented as an aid for students. The teacher may duplicate the material for distribution to Level I classes at some time near the end of the first semester. It would also be useful as part of the material for introductory review for Levels II and III. A note of caution is in order. It would be highly undesirable to distribute a listing of this type to beginners during the early weeks of the course. Such an aid is of little value to the German I student who has not memorized and used a number of nouns and who has not begun to develop a concept of classification in this area.

II. GENERALIZATIONS CONCERNING GENDER

A. Generalizations concerning gender, based on singular forms

1. Simple nouns

a. Masculine nouns*

1.) Days, months, seasons, points of the compass: der Sonntag, der Juni, der Winter, der Norden
2.) Nouns ending in -ich, -ig, -ing, -iv, -ling: der Teppich, der König, der Ring, der Infinitiv, der Jüngling
3.) Nouns in -ar, -er, -eur, -or denoting agent or doer: der Sekretar, der Dichter, der Friseur, der Doktor
4.) Most nouns in -en: der Ofen (exceptions: infinitives used as nouns, which are always neuter, and a few other neuters, such as das Kissen (cushion)
5.) Most monosyllabic nouns formed from a verbal source without a suffix: der Gang (hall, from gehen, ging, gegangen - to go): der Zug (train, from ziehen, zog, gezogen - to pull: Zug variant spelling of zog)
6.) Most nouns in -ee: der Kaffee, der Schnee (exception: die Idee, idea)
7.) Nouns naming atmospheric conditions: der Frost
8.) Stones and minerals: der Marmor, der Stahl
9.) Most monetary units: der Pfennig
10.) Borrowed nouns (not of recent origin) which have retained the gender they had in the source language
Examples: nouns of Latin (or pseudo-Latin) origin ending in -us and -ismus: der Humanismus, der Realismus

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* Approximately 50% of all German nouns are masculine. Among the remaining 50%, the feminines outnumber the neuters by about two to one. (Source: First Course for Beginners. Lesson 16. Deutsche Welle Köln. 1960.)

b. Feminine nouns

1.) Most fruits, flowers, and forest trees: die Pflaume (plum); die Nelke (carnation); die Eiche (oak)
2.) Most German rivers: die Elbe, die Donau (exception: der Rhein)
3.) Numbers: die Null (0), die Sieben (7)
4.) Most abstract nouns: die Furcht, die Jugend, die Macht
5.) Nouns formed from adjectives, designating concepts: die Breite (breadth); die Kälte (coldness)
6.) Most nouns in -acht, -ucht, -uld, -unst: die Fracht (freight); die Bucht (bay); die Schuld (blame); die Kunst (art)
7.) Most nouns in -e: die Kreide, die Liebe, die Tinte
    Exceptions: a.) Nouns denoting male beings (der Knabe, der Türke)
    b.) Nouns having both the prefix Ge- and the suffix -e, which are neuter (das Gebäude, das Geschmeide)
    c.) A few irregular masculines: der Käse, der Name
8.) Polysyllabic nouns in -ei, -ek, -euse (agent), -ie, -ik, -in, -(t)ion, -heit/-keit, -schaft, -tät, -tur, -ung: die Türkei, Bibliothek, Friseuse, Chemie, Physik, Freundin, Nation, Krankheit, Freundlichkeit, Gesellschaft, Universität, Fraktur, Begegnung
9.) Borrowed nouns (not of recent origin) which have retained the gender they had in the source language
    Examples: nouns of Latin (or pseudo-Latin) origin ending in -a: die Sekunda (second class from the top); die Vista

c. Neuter nouns

1.) Names of cities and most names of countries: das alte Rom; das neue Deutschland (exceptions: die Schweiz; die Türkei*; die Vereinigten Staaten**)
2.) Names of chemical elements: das Gold, das Silber
3.) Letters of the alphabet: das A, grosses D (capital D)
4.) Infinitives used as nouns: das Singen, das Vergnügen
5.) Diminutives in -chen and -lein: das Brüderchen, das Schwesterlein
6.) Most nouns in -nis, -sal, -sel, -tum: das Hindernis, das Schicksal, das Rätsel, das Fürstentum
7.) Nouns with prefix Ge- and suffix -e: das Gebäude, das Gefolge, das Getreide
8.) Most nouns with the prefix Ge-: das Geräusch, das Geschäft
(exceptions: nouns with a strongly feminine suffix (e.g., -schaft), such as die Gesellschaft)
9.) Nouns in -tel derived from numerals: das Drittel, das Viertel
10.) Abstract nouns made of adjectives: das Schöne (that which is beautiful); das Gute (that which is good)
11.) Borrowed nouns (not of recent origin) which have retained the gender they had in the source language
Examples: nouns of Latin (or pseudo-Latin) origin ending in -um (the sign of neuter gender in Latin): das Gymnasium, das Zentrum
12.) Recently borrowed nouns (chiefly English and French in origin): das Auto, das Baby, das Benzin, das Kino

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* Türkei has the strongly feminine suffix -ei.
** actually a masculine plural!

2. Compound nouns: gender determined by the gender of the final element in the noun

Examples: a. der Ehestand (die Ehe [marriage] + der Stand [condition]): matrimony, condition of being married

b. die Theatervorstellung (das Theater + die Vorstellung): play

c. die Nahrungsmittelfabrik (die Nahrung [nourishment] das Mittel [means] + die Fabrik [factory]): foodstuffs factory

d. das Wochenende (die Woche [week] + das Ende): weekend

II. Generalizations concerning gender (continued)

B. Generalizations concerning gender, based on plural forms

1. No internal vowel change

a. Masculine plural

- 1.) No ending (Onkel)
- 2.) Ending in -e (Freunde)
- 3.) Ending in -en (Jungen)

b. Feminine plural

- 1.) Ending in -en (Rosen)
- 2.) Ending in -nen (Freundinnen)
- 3.) Ending in -n (Tafeln)

c. Neuter plural

- 1.) No ending (Mädchen)
- 2.) Ending in -s (Kinos)
- 3.) Ending in -e (Feste)
- 4.) Ending in -en (Betten)
- 5.) Ending in -n (Enden)
- 6.) Ending in -er (Kinder)

2. With internal vowel change

a. Masculine plural

- 1.) Umlaut (Brüder)
- 2.) Umlaut plus -e (Bäume)
- 3.) Umlaut plus -er (Männer)

b. Feminine plural

- 1.) Umlaut (Mütter)
- 2.) Umlaut plus -e (Hände)

c. Neuter plural

- 1.) Umlaut plus -er (Häuser)

NOUNS, LEVEL I - III FORMS

III. INFLECTIONAL PATTERNS

A. Regular

(Nominative)	der Mann	die Frau	das Kind
(Accusative)	den Mann	die Frau	das Kind
(Dative)	dem Mann(e)	der Frau	dem Kind(e)
(Genitive)	des Mann(e)s	der Frau	des Kind(e)s
(Nominative)	die Männer	die Frauen	die Kinder
(Accusative)	die Männer	die Frauen	die Kinder
(Dative)	den Männern	den Frauen	den Kindern
(Genitive)	der Männer	der Frauen	der Kinder

B. Others

1. Irregular singular and plural

der Herr	der Student
den Herrn	den Studenten
dem Herrn	dem Studenten
des Herrn	des Studenten
die Herren	die Studenten
die Herren	die Studenten
den Herren	den Studenten
der Herren	der Studenten

2. Nouns with two plurals

die Worte	die Wörter	die Banken	die Bänke
die Worte	die Wörter	die Banken	die Bänke
den Worten	den Wortern	den Banken	den Bänken
der Worte	der Wörter	der Banken	der Bänke
(meaning: words connected with each other by meaning)	(meaning: words unconnected with each other by meaning, as in a word list)	(meaning: banks, financial institutions)	(meanings benches)

NOUNS, LEVELS I - III

FORMS

IV. Verbal Nouns

A. Infinitives (singular only)

Examples: Das Skilaufen (skiing) ist jetzt leider vorbei.
Viel Vergnügen beim Schwimmen (swimming)!

B. Independent noun form, used if "a specific, concrete, complete product/products is/are referred to"*

Examples: from anbieten: das Angebot (offer)
from fahren: die Fahrt
from schreiben: die Schrift

C. Past participle used as a noun ("that which has been. . ."), if the reference is to something resulting or produced, that which results*

Examples: from anbieten: das Angebotene (that which is/was offered, proposed payment)
from sagen: das Gesagte
from schreiben: das Beschriebene

D. Monosyllabic nouns (usually masculine) formed from a verb source

Examples: der Bau, der Gang, der Grund, der Hut, der Raub, der Ruf, der Schein, der Schritt, der Traum

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* Wording adapted from German, Rehder and Twaddell, Lesson XXX, page 360.

V. Titles, nationalities, professions and occupations

A. Titles

1. Terms of respect (e. g., Ihr Herr Vater)
2. Titles of officials, members of professions and their wives (e. g., Herr und Frau Oberbaurat Dr. Gautzsch)
3. Inflection of only a portion of a title to show possession
   Examples: Frau Gebhardts Leben   Herr Kesslers Geschwister*

B. Natives of various cities, states, countries (stresses indicated by double underlining)

1. With -a ending
   Examples: Amerika: der Amerikaner, die Amerikanerin
   Kanada: der Kanadier, die Kanadierin
2. With -ei ending
   Examples: Tschechoslowakei: der Tscheche, die Tschechin
   Türkei: der Türke, die Türkin
3. With -en ending
   Examples: Arabien: der Araber, die Araberin (or Araber, Araberin)
   Indien: der Inder (or (Indier), die Inderin (or Indierin)
   Italien: der Italiener, die Italienerin
   München: der Münchner, die Munchnerin
   Schweden: der Schwede, die Schwedin
   Spanien: der Spanier, die Spanierin

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*See Chapters XIII and XIV, Rehder and Twaddell, German. In older German, this would have been „Herrn Kesslers Geschwister".

4. With -land ending

Examples:	Deutschland:	der Deutsche,	die Deutsche
	England:	der Engländer,	die Engländerin
	Finland:	der Finländer,	die Finländerin
	Griechenland:	der Grieche,	die Griechin

5. Others

Frankreich:	der Franzose,	die Französin
Norwegen:	der Norweger,	die Norwegerin

C. Names of the scientific areas and of the professionals in these areas

1. Die Anthropologie: der Anthropolog(e), genitive -des Anthropologen, plural - die Anthropologen
   die Anthropologin, plural - Anthropologinnen
2. Die Chemie: der Chemiker, genitive - des Chemikers, plural - die Chemiker
   die Chemikerin, plural - Chemikerinnen
3. Die Physik: der Physiker, des Physikers, plural - Physiker
   die Physikerin, plural - Physikerinnen
4. Die Psychiatrie: der Psychiater, des Psychiaters, plural - Psychiater
   die Psychiaterin, plural - Psychiaterinnen

D. Profession and occupation names and titles ending in -mann, having plural ending -leute

1. Der Feuerwehrmann, plural - die Feuerwehrleute
2. Der Hauptmann, die Hauptleute
3. Der Kaufmann, die Kaufleute
4. Der Schutzmann, die Schutzleute
5. Der Seemann, die Seeleute

VI. Roots, prefixes, and suffixes

The teacher should develop in the student an awareness of the importance of roots, prefixes and suffixes in noun meanings, leading to the eventual independence of the student in word attack skills, as well as his acquisition of large active and passive vocabularies in German.

NOUNS, LEVEL I - III SYNTAX

I. **Position of nouns in sentences**

II. **Uses of the cases**

- A. Nominative
    1. Subject
    2. Subjective complement (predicate nominative)
    3. Vocative
    4. Appositive

- B. Accusative
    1. Direct object
    2. Object of prepositions: *bis*, *durch*, *für*, *gegen*, *ohne*, *um*, *wider*
    3. Accusative of destination (place to which), after these prepositions: *an*, *auf*, *hinter*, *in*, *neben*, *über*, *unter*, *vor*, *zwischen*
    4. Expressions of time, space and quantity
    5. Appositive

- C. Dative
    1. Indirect object (after verbs of giving, showing, introducing, etc.)
    2. Direct object of certain verbs: *begegnen*, *danken*, *folgen*, *gefallen*, *gehören*, *glauben*, *helfen*, etc.
    3. After certain impersonal verbs
        - a. *Es gefällt dem Vater.*
        - b. *Es ist dem Lehrer.* . .
        - c. *Es scheint der Mutter.* . .
        - d. *Es geht dem Mann gut.*
        - e. *Es gelingt ihm.* . .
    4. After the "automatic" prepositions: *aus*, *ausser*, *bei*, *mit*, *nach*, *seit*, *von*, *zu* (tendency: to replace genitive of possession or material and composition with *von* plus dative)
    5. After prepositions designating location or position: *an*, *auf*, *hinter*, *in*, *neben*, *über*, *unter*, *vor*, *zwischen*

B. Participles as substantives
  1. Past participles as substantives
    a. After a der-word, with noun elliptical, when antecedent is clear
      Examples: der Verwandte
      die Verwandte
      die Verwandten

      der Gefangene, die Gefangene, die Gefangenen
      der Erfahrene, die Erfahrene, die Erfahrenen

      das Erwartete
    b. After an ein-word, with noun elliptical, when antecedent is clear
      Examples: mein Verwandter
      meine Verwandte
      meine Verwandten

      sein Gefangener, seine Gefangene, seine Gefangenen

      ein Erwarteter, eine Erwartete, ein Erwartetes, seine Erwarteten
    c. Pronoun + participle/adjective with strong ending (no der- or ein-word present)
      Examples: etwas Erwartetes; etwas Erhörtes
    d. Pronoun + a negated participle as substantive (no der- or ein-word present)
      Examples: etwas Unerwartetes; etwas Unerhörtes
  2. Present participle as substantive
    Examples: der Singende, die Singende, das Singende; die Singenden

    der Fahrende, die Fahrende, das Fahrende; die Fahrenden

6. Dative with certain adjectives: gut, (un)möglich, (un)dankbar, fremd, leicht, etc.
7. Dative of reference: . . . dem Kind die Hände waschen; . . . dem Kind die Haare schneiden lassen. (This construction is often employed with pronouns in dative case.)
8. Appositive

D. Genitive
   1. Possessive (See item number 4 under Dative, NOUNS, LEVEL I, SYNTAX.)
   2. Following certain prepositions: diesseits, jenseits, trotz, während, wegen, etc.
   3. Indefinite time: e. g., eines Tages
   4. Genitive of expressions of quantity: e. g., eine Tasse Kaffee (actually, an uninflected genitive: Curme, op. cit., page 482.)

III. Adjectives and participles as substantives
(See ADJECTIVES, LEVELS I - III, FORMS AND SYNTAX, Outline section II, DESCRIPTIVE ADJECTIVES, A. Inflection and agreement, 2. c., Endings of adjectives used as substantives.)

A. Adjectives* as substantives
   1. After a der-word, with noun elliptical, where antecedent is clear

der Gute	der Bessere	der Beste	(masculine, nom. singular)
die Gute	die Bessere	die Beste	(feminine, nom. singular)
das Gute	das Bessere	das Beste	(neuter, nom. singular)
die Guten	die Besseren	die Besten	(plural, nom., all genders)

   2. After an ein-word,* with noun elliptical, where the antecedent is clear

ein Guter	ein Besserer	sein Bester	(masc., nom. sing.)
eine Gute	eine Bessere	seine Beste	(fem., nom. sing.)
ein Gutes	ein Besseres	sein Bestes	(neuter, nom. sing.)
meine Guten	meine Besseren	seine Besten	(plural, nom., all genders)

   3. Abstracts formed from the feminine der-word combination, with the addition of an umlaut, if the vowel of the adjective is umlautable
      die Güte; die Schwäche; die Stärke; die Wärme

*This phenomenon is true of all three degrees of such adjectives as substantives.

PRONOUNS, LEVELS I - III FORMS AND SYNTAX

I. Gender, number and case

A. Gender
1. Masculine, feminine, neuter
2. Agreement in gender with antecedent

B. Number
1. Singular and plural
2. Pronouns singular in form, plural in meaning: man, das, dies, es in impersonal constructions
3. Pronouns with singular forms only: ein-, jed-
4. Pronouns with plural forms only: all-, beid-, einig- mehrer-, viel-

C. Case
(See NOUNS, LEVELS I - III, SYNTAX, Outline item II, Uses of the cases.)

II. Kinds of pronouns

A. Personal and reflexive pronouns
1. Personal pronouns

Nominative:	ich	du*	er	sie	es	wir	ihr*	sie	Sie
Accusative:	mich	dich	ihn	sie	es	uns	euch	sie	Sie
Dative:	mir	dir	ihm	ihr	ihm	uns	euch	ihnen	Ihnen
Genitive:	meiner	deiner	seiner	ihrer	seiner	unser	ihrer	ihrer	Ihrer

2. Reflexive pronouns: mir, mich; dir, dich (Levels II and III);*
sich; uns, euch; sich

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* See footnote on the informal (du - ihr) form, under VERBS, LEVEL I, FORMS, Outline item I., Weak and strong verbs.

B. Possessive pronouns **
  1. *mein-*, *dein-*,* *sein-*, *ihr-*; *unser-*, *euer-*,* *ihr-*, *Ihr-*
  2. Alternate forms, adding *-ig-*: *e.g.*, *ihrig-*
     (See ADJECTIVES, LEVELS I-III, FORMS AND SYNTAX, Outline item II., A., 2., b. and c.: Endings of adjectives when following or not following an *ein-* or *der-*word.)

C. Relative pronouns
  1. Forms
     a. The common relative pronoun

Nominative:	*der*	*die*	*das*	Plural:	*die*
Accusative:	*den*	*die*	*das*		*die*
Dative:	*dem*	*der*	*dem*		*denen*
Genitive:	*dessen*	*deren*	*dessen*		*deren*

     b. Forms of welch- as a relative pronoun (for recognition only, all levels)

Nominative:	*welcher*	*welche*	*welches*	*welche*
Accusative:	*welchen*	*welche*	*welches*	*welche*
Dative:	*welchem*	*welcher*	*welchem*	*welchen*

  2. Word order
     a. Word order of sentence containing relative clause
        (Consideration in Level III of long sentences containing verbs in periphrastic [phrasal] forms)

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* See footnote on the informal (*du* - *ihr*) form, under VERBS, LEVEL I, FORMS, Outline item I., Weak and strong verbs.

** ". . . , they agree in gender with the noun to which they refer and are inflected like a descriptive adjective, and hence have three forms: the strong, the weak, and in the predicate, the uninflected." (Curme, *op. cit.*, page 165.)

Examples: Es schien nichts zu geben, das Gerald von dem von ihm gewählten Wege hätte abdrängen können.
Und in der Schule hat man mir das doch nie beigebracht, was ich wirklich wissen sollte.
Both sentences from Review and Progress, page 160.

b. Word order within the relative clause

3. Case of the relative pronoun within its won clause
(See NOUNS, LEVELS I - III, SYNTAX, Outline item II, Uses of the cases.)
4. Punctuation of the relative clause within the sentence
5. Use of wo(r)-
(See PREPOSITIONS, LEVELS I-III, FORMS AND SYNTAX, Outline item II., Contractions, C., 2., a.)
6. Indefinite relative pronouns (no antecedent stated): wer, was
Examples: Wer das Fenster zerbrochen hat, sollte dafür bezahlen. (Review and Progress, page 199.)
Wessen das Herz voll ist, das gehet der Mund über. (a famous saying)
7. Use of was as relative pronoun after alles, das, etwas, nichts, das Ganze (etc.)
   a. Either das or was permissible after das, etwas, nichts
   b. Example: Ist das alles, was er kann?

D. Interrogative pronouns
1. Forms of the common interrogative pronoun

Nominative:	wer	masculine and feminine, singular and plural	was	neuter singular and plural
Accusative:	wen		was	
Dative:	wem		wem	
Genitive:	wessen		wessen	

2. welch- as an interrogative pronoun (See PRONOUNS, LEVELS I-III, Outline item II, C. Relative pronouns.)
3. Use of wo(r)-
   (See PREPOSITIONS, LEVELS I-III, FORMS AND SYNTAX, Outline item II., Contractions, C., 2., b.)
4. Cases of the interrogative pronoun
   (See NOUNS, LEVELS I-III, FORMS AND SYNTAX, Outline item II., Uses of the cases.)
5. Agreement with antecedent when possible

E. Demonstrative pronouns
   1. der, die, das (active mastery on Level I)
   2. dieser, diese, dieses (active mastery on Level I)
   3. jener, jene, jenes (rare in modern German)
   3. derselbe, dieselbe, dasselbe (recognition by end of Level II)
   4. derjenige, diejenige, dasjenige (recognition only, in Level III)

F. Emphatic pronouns (intensive pronouns)
   1. selbst, selber (uninflected)
   2. (eben) derselbe, (eben) dieselbe, (eben)dasselbe (Level III)
   3. derartig-, (the der- being uninflected) (Level III)

G. Indefinite pronouns
   1. man, etwas, nichts (uninflected)
   2. jeder-, jedermann, jemand-, niemand-, (k)ein-

H. Reciprocal pronouns
   1. sich and einander, used with limited interchangeability, for dative and accusative cases

Examples:	Sie geben sich die Hände. Sie geben einander die Hände.	They shake hands with each other.

2. Exceptions
   a. Use of einander (not sich) after most prepositions (but not after unter and über)
      Examples: Die Mädchen setzten sich nebeneinander. (verb reflexive)
      Sie sassen nebeneinander.
      Hans und Trudi haben sich ineinander verliebt. (verb reflexive)
   b. Use of einander (not sich) in cases where ambiguity could result

Examples:		
	Sie lieben sich.	They love themselves.
	Sie lieben einander.	They love each other.

PRONOUNS, LEVELS I - III FORMS AND SYNTAX

I. Stereotyped pronominal forms

1. meinesgleichen, deinesgleichen, seinesgleichen, ihresgleichen

   unseresgleichen, eueresgleichen, ihresgleichen, Ihresgleichen (Level III)

2. desgleichen (singular), dergleichen (plural)

   ("Fossilized genitives, "* used substantively without change of form for any case, singular or plural)

3. allerlei, beiderlei, einerlei, mancherlei, solcherlei (Level III)

4. allerhand (Level III)

5. unsereins, unsereiner (Level III)

*Curme, op. cit., page 208.

ADJECTIVES, LEVEL I - III FORMS AND SYNTAX

NOTE: 1. It is deemed unrealistic to separate adjectives according to level for purposes of of this guide, since the levels overlap to a large extent.
2. Forms and syntax are inseparable in the adjective.

I. LIMITING ADJECTIVES

- A. ein-words
  - 1. Non-possesives: ein-, kein-
  - 2. Possessives: mein-, dein-, sein-, ihr-, Ihr-, unser-, euer-

- B. der/dieser words
  - 1. Demonstratives: der, die, das; dies-, jen-,* jed-, manch-, solch-
  - 2. Interrogative/relatives: welch-

- C. Numerals
  - 1. Definite
    - a. Cardinals
    - b. Ordinals
  - 2. Indefinite (This classification of adjectives is based on A Grammar of the German Language, by George Curme, published by the Frederick Ungar Publishing Company, New York, 1960, pages 169-177.)
    - a. all-
    - b. ander-
    - c. einig-
    - d. ein bisschen
    - e. ein paar
    - f. ein wenig
    - g. etwas
    - h. ganz, ganz-
    - i. mehr, gehrer-
    - j. viel, viel-
    - k. wenig, wenig-

*rare in modern German

II. DESCRIPTIVE

A. Inflection and agreement
   1. Predicative (no ending)
      a. After linking verb - nominative case
      b. As an objective complement (objective predicate) - accusative case
      c. Governing genitive or dative case

   2. Attributive (including predicate objective)
      a. Governing genitive or dative case

* The ein-word+noun combination is expected to be mastered at Level I. However, the mastery of the ein-word+intervening adjective + noun is to be mastered at the levels indicated. The teacher is asked to distinguish at all times between the introduction of an item and its complete mastery by the student. The forms labelled II and III are introduced at Level I, but it is not expected that most students will master them at that level. Mastery refers to the ability of the student to use an item orally without hesitation, and to write it correctly without having to refer to a printed source.

b. Endings following an ein- or der/dieser word

1. Examples after ein-word

	Masculine	Feminine	Neuter
nom.	ein guter Mann I**	eine gute Frau I	ein gutes Kind I
acc.	einen guten Mann I	eine gute Frau I	ein gutes Kind I
dat.	einem guten Mann (e)	einer guten Frau	einem guten Kind (e)
gen.	eines guten Mann (e)s	einer guten Frau	eines guten Kind (e)s
	keine guten Männer	keine guten Frauen	keine guten Kinder
	keine guten Männer	keine guten Frauen	keine guten Kinder
	keinen guten Männern I	keinen guten Frauen I	keinen guten Kindern I
	keiner guten Männer	keiner guten Frauen	keiner guten Kinder

2. Examples after der-dieser word

nom.	dieser gute Mann	diese gute Frau I	dieses gute Kind
acc.	diesen guten Mann I	diese gute Frau I	dieses gute Kind
dat.	diesem guten Mann (e)	dieser guten Frau	diesem guten Kind (e)
gen.	dieses guten Mann(e)s	dieser guten Frau	dieses guten Kind(e)s
	diese guten Männer	diese guten Frauen	diese guten Kinder
	diese guten Männer	diese guten Frauen	diese guten Kinder
	diesen guten Männern I	diesen guten Frauen I	diesen guten Kindern I
	dieser guten Männer	dieser guten Frauen	dieser guten Kinder

** Only items for Level I have been designated since the other forms are covered at varying points in the A-LM and Rehder & Twaddell texts.

c. Endings of adjectives when they are not following an ein- or der/dieser word

1. Examples with one such adjective

	Masculine		Feminine		Neuter	
nom.	guter Tee	II-III	frische Milch	II-III	frisches Brot	II-III
acc.	guten Tee		frische Milch		frisches Brot	
dat.	gutem Tee		frischer Milch		frischem Brot (e)	
gen.	guten Tees		frischer Milch		frischen Brot (e)s	

Plural	
junge Leute	II-III
junge Leute	
jungen Leuten	
junger Leute	

2. Examples with two consecutive adjectives (Level III and beyond)

nom.	guter heisser Tee	frische kalte Milch	frisches weisses Brot
acc.	guten heissen Tee	frische kalte Milch	frisches weisses Brot
dat.	gutem heissem Tee	frischer kalter Milch	frischem weissem Brot (e)
gen.	guten heissen Tees	frischer kalter Milch	frischen weissen Brot (e)s

Plural
junge deutsche Leute
junge deutsche Leute
jungen deutschen Leuten
junger deutscher Leute

B. Comparison (regular and irregular; introduction in Level I, with more formal presentation in Level II. The student should be able to use the comparative degree in all cases by Level III.)

1. Comparison of inequality
    - a. Positive: alt-, bös-, gross-, gut-, hoch-, klein-, kühl-
    - b. Comparative: älter-, böser-, grösser-, besser-, höher-, kleiner-, kühler-
    - c. Periphrastic (phrasal) comparative
      Examples: Das Mädchen ist mehr schön als klug.
      ... ein weniger hartes Ei; ein weniger fleissiger Student
      (descending comparison)
    - d. Superlative: ältest-, bösest-, grösst-, best-, höchst-, kleinst-, kühlst-
      (or am ältesten, etc.)
    - e. Absolute superlative: äusserst traurig, höchst interessant, sehr alt,
      mit grösster Geschwindigkeit
    - f. Defective comparison
      Examples: inner-, innerst-; ober-, oberst-; unter-, unterst-; vorder-, vorderst-

2. Comparison of equality (as . . . as)
   Examples: so alt wie ich; so stark wie mein Nachbar; ebenso gut wie er

3. Statement of ration (je . . . desto)
   Examples: Je mehr sie arbeitet, desto nervöser wird sie.
   Je intelligenter, desto vorsichtiger.

C. Position of adjective in sentence

1. Predicative (uninflected), after linking verbs Example: Der Mann ist krank.
2. Attributive (inflected), before the noun modified Example: Der kranke Mann arbeitet heute nicht. (word order: article + adjective + noun)
3. Extended adjective (or participle) construction: article + prepositional phrase + adjective/participle + noun Examples: „Eine von Himmel kommende höhere Macht muss Ihnen wohl beistehen. Margaret!" rief er mit vor Freude erstickter Stimme.

D. Adjectives formed from nouns, verbs, or adjective adverbs

1. Participles as adjectives
   Examples: erfahren-, gekernt-, gesternt-, gestreift-; dringend-, genügend-

2. Adjectives formed by addition of prefix ge- to nouns, verbs, or adjective adverbs
   Examples: geläufig-, gelind(e)-, geräumig-, getreu, gewärtig-

3. Adjectives formed by addition of negative prefixes
   Examples: miss- (comparable to English mis-, dis-, ill-, mal-): missfällig-, missgestalten-, missgünstig-, missmutig-, missverständlich-
   un- (comparable to English in-, im-, mis-, dis-, un-, non-): unglaublich-, unhörbar-, unklar-, unmodern-, unreif-, unsichtbar-

4. Adjectives formed by addition of suffixes
   a. Suffixes: -artig-, -bar-, -erlei-, -ern-, -fach-, -fähig-, -farbig-, -frei-, -gemäss-, -getreu-, -haftig-, -ig-, -isch-, -lich-, -los-, -mässig-, -mutig-, -reich-, -sam-, -selig-, -voll-, -willig-, würdig-

   b. Examples: eigenartig-, wunderbar-, zweierlei-, silbern-, einfach-, hoffnungsfähig-, geruchfrei-, zeitgemäss-, wahrhaftig-, riesig-, griechisch-, möglich-, farblos-, verhältnismässig-, schwermutig-, hilfreich-, einsam-, trübselig-, freud(e)voll-, mutwillig-, sehenswürdig-

ADVERBS, LEVELS I - III FORMS

I. Types of adverbs

- A. Adverbs of time
  - Examples having a suffix: abends, häufig, heutzutage, morgens, nachdem, täglich
  - Exampleshaving no suffix: dann, gestern, heute, hin und her, immer, jetzt, nie, oft, wann, wohin*
- B. Adverbs of place
  - Examples having a suffix: daher, ** geradeaus, herzu, hinab, hinweg, links, vorwärts
  - Examples having no suffix: dort, hier, hin und her, hierzulande, wo, zuhaus (former prepositional phrase)
- C. Adverbs of manner
  - Examples having a suffix: damit, ** richtig, teilweise
  - Examples having no suffix: gut, schlecht, schnell, wie
- D. Adverbs expressing cause
  - Examples having a suffix: deshalb, deswegen, warum
  - Examples having no suffix: also
- E. Adverbs of condition
  - Examples having a suffix: ebenfalls, gleichfalls
- F. Adverbs of quantity
  - Examples having a suffix: ausserdem, durchaus, teilweise, wenig, wieviel, zweimal
  - Examples having no suffix: fast, gar, nur, sehr, zu

* See PREPOSITIONS, LEVELS I - III, Contractions, C., wo-/wor-. Outline item II

** See PREPOSITIONS, LEVELS I - III, Contractions, B., da-/dar-. Outline item II

G. Adverbs with corresponding attributive adjectives
Examples having a suffix: theoretisch, glaublich, wunderber
Examples having no suffix: hart, hell, hoch, interessant, klar, lang, laut, scharf, schön, spät, stark, tief
Examples having a negative prefix
un- (English -- un-, im-, mis-, dis-, in-): uninteressant, unklar, unklug, unrein, unsicher
miss- (English -- mis-, dis-, ill-, mal-): missbräuchlich, missgelaunt, missmutig, misstönend, misstrauisch (III)

H. Adverbs formed from adjectives or nouns by adding a suffix
1. Suffixes: -artig, -bar, -fach, -frei, -gemäss, -haft, -ig, -isch, -lich, -los, -mässig, -mutig, -sam, -sinnig, -würdig
2. Examples: eigenartig, wunderbar, einfach, schuldenfrei, zeitgemäss, mangelhaft, geduldig, herzlich. tadellos, schulmässig, missmutig, langsam, wahnsinnig, vertrauenswürdig

I. Adverbs of affirmation, negation, possibility and probability
1. Affirmation
Examples having no suffix: gewiss, ja, naja, tja, zwar
2. Negation
Example having a suffix: keineswegs
Examples having no suffix: gar, kaum, nein, nicht, nie, nimmer
3. Possibility and probability
Examples having a suffix: wahrscheinlich, zweifellos
Example having no suffix: vielleicht

ADVERBS, LEVELS I - III FORMS

II. Comparison

- A. Comparison of inequality
  - 1. Irregular comparison
    - a. Positive: hoch
    - b. Comparative: höher
    - c. Superlative: am höchsten
    - d. Absolute superlative (Level III) : Er steigt aufs höchste.
      Sie sprach höchst interressant.
  - 2. Adverbs with incomplete comparison
    - a. Defective comparison
      Examples: bald, (eher, am ehesten or am baldigsten) (comparative and superlative in Level III)

      gern, (lieber, am liebsten) (comparative and superlative in Levels II and III)

      gut (or wohl), (besser, am besten)

      viel, (mehr, am meisten)
    - b. Lacking comparative and superlative forms
      Examples: ungern, oftmalig;
      also, damit, deshalb, dort, ebenfalls, ganz, heute, hinab, sehr, wie

3. Regular comparison
   a. Positive: häufig, interessant, kalt, schlimm, schnell, spät, stark, tief
   b. Comparative: häufiger, interessanter, kälter, schlimmer, schneller, später, stärker, tiefer
   c. Periphrastic (phrasal) comparative
      Examples: Er spricht mehr fliessend als grammatisch richtig.
      Er spricht weniger klar als laut. (descending comparison)
   d. Superlative: am häufigsten, am interessantesten, am kältesten, am schlimmsten, am schnellsten, am spätesten, am stärksten, am tiefsten
   e. Absolute superlative: höchst interessant, äusserst schlimm, aufs schnellste, sehr spät

B. Participles used as adverbs
1. Present participles as adverbs
   Examples: Eine baldige Antwort ist dringend ersucht.
   Sie sah mich lächelnd an.

2. Past participles as adverbs
   Examples: Wer kommt da gelaufen?
   Er sah mich erbittert an.

ADVERBS, LEVELS I - III SYNTAX

I. Position of adverbs in the sentence (effect on word order)*

- A. Adverb modifying the verb
  - 1. One adverb only
    - a. Position of adverb in a simple sentence or an independent clause
      - 1.) Adverb first, causing inverted word order
        Example: *Dann kommt Robert.*
      - 2.) Adverb occurring immediately after inflected portion of an intransitive verb
        Examples: *Er kommt dann.* *Er ist dann gekommen.*
      - 3.) Adverb occurring immediately after object of transitive verb
        Examples: *Er las das Buch schnell.* *Er hat das Buch schnell gelesen.*
      - 4.) Before infinitive, participle or separable prefix used in a verb phrase
        Examples: *Er will mich bald wiedersehen.* *Er hoffte, mich bald wiederzusehen.* *Er hat mich oft wiedergesehen.* *Er sah mich verwirrt an.* *Er hat mich verwirrt angesehen.*
    - b. Position of adverb in a subordinate (dependent) clause which begins with a conjunction (*als*, *dass*, *ob*, *wann*, etc.) or with a pronoun
      - 1.) Immediately after the subject, if the verb in the subordinate clause is intransitive
        Examples: *Ich wusste nicht, ob er wirklich Hans war.* *Hans ist ein Mann, der rechtzeitig kommt.*
      - 2.) Immediately before, or immediately after, the object, if verb is transitive, depending upon emphasis desired

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*For purposes of discussion of word order in this guide, the term *adverb* is to be understood as either a single word or a phrase.

Examples: Ich wusste nicht, ob er Irmgard wirklich liebte.
Ich wusste nicht, ob er wirklich Irmgard liebte.

- c. Negation of the verb
  - 1.) Position of nicht (depending upon emphasis desired)
    Examples: Er spricht mit Mädchen nicht. Er spricht nicht mit Mädchen.
    Mit Mädchen spricht er nicht.
  - 2.) Position of kaum

2. Position of adverbs when there are two or more modifying the verb*
   - a. Time/place formula
     Examples: Später kam er nachhaus. Er kam später lächelnd nachhaus.
     Das wird er morgen dort finden. Morgen wird er das dort gewiss finden.
   - b. Indefinite place (or time) preceding definite place (or time)
     Examples: heute abend, heute morgen; oben links, unten rechts
     Er war vorige Woche zwei Tage hier.

B. Position of adverb when one (or more) modify an adjective or an adverb
1. Immediately before such an adjective or adverb
   Examples: Sie ist sehr schön. Sie singt sehr schön.
   Er sah mich etwas zweifelnd an. Der Wagen fuhr mit furchtbar gefährlicher Geschwindigkeit.
2. Time/place formula, where applicable

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* For purposes of discussion of word order in this guide, the term adverb is to be understood as either a single word or a phrase.

3. Negation
   a. Position of nicht (depending largely upon emphasis desired)
   b. Examples: Sie ist nicht schön. Sie ist nicht mehr schön. Schön ist sie nicht mehr.
   b. Position of kaum

C. Effect on word order of adverbs of affirmation, negation, possibility and probability at beginning of sentence, followed by comma
   1. Word order normal after comma
      Examples: Ja gewiss, ich werde das tun.

   2. Inverted word order possible, for emphasis
      Examples: Ja gewiss, das werd' ich tun. Ja gewiss, schnell werd' ich das tun.

D. Position of adverb in extended adjective/participle construction: article + adverbial element + adjective/participle + noun (time/place formula applicable) (Level III)
   Example: Der die ganze Nacht durch die Strassen langsam gefahrene Volkswagen glitt an mir vorbei.

II. Comparison of Adverbs

A. Comparison of inequality

B. Periphrastic (phrasal) comparison
   Examples: Er spricht mehr (or eher) fliessend als grammatisch richtig.
   Er ist der am wenigsten fleissige Student. (descending comparison)

C. Comparison of equality
   so... wie; nicht so... wie; ebenso... wie; ebensoviel ... wie; ebensowenig ... wie

Examples: Er schreibt so schnell wie ich.
Sie singt ebenso gut wie er.
Hans besucht seine Mutter ebensowenig wie ich.

D. Statement of ration (je. . . desto)
Examples: Je früher, desto besser.
Je fleissiger er übt, desto schöner spielt er. (Not covered in A-LM I-III)

III. Adverbs as transitional words

A. At the beginning of sentence, causing inverted word order
Example: Nichtsdestoweniger ist er mit der Bedienung zufrieden.

B. Elsewhere in sentence, following the time/place formula
Example: Er sprach indessen ziemlich traurig über seine Jugend.
(See prepositions, Levels I - III, Forms and Syntax, Outline item II., B., da(r) or C. wo(r).)

IV. Nouns use adverbially

A. Single nouns
Examples: abends, falls, morgen

B. Nouns as roots within adverbs, or used in phrases written as one word
Examples: bergauf bergab, daheim, deswegen, jahraus jahrein, nachhaus, zuhaus, regelmässig, zweimal, heutzutage, jedenfalls, stundenlang, zweifelmütig, hierzulande, keineswegs, teilweise

VERBS I - III

On Teaching the Subjunctive

In addition to learning the *forms* of the subjunctive, the student must understand the *cirumstances* under which it is employed. Consequently, the teaching of the forms of the subjunctive must be accompanied by analysis and explanation, first in English, and at a later date in German.

Control and understanding of the subjunctive in German may be an asset to a student who will study another western language. The transfer value of skills acquired in learning the German subjunctive could be significant in approaching the subjunctive in another language.

Since the subjunctive is taught formally beginning in *Level II* of Rehder and Twaddell and in *Level III* of *A-LM,* it is felt appropriate to reproduce in part the discussion on the German subjunctive given in *Applied Linguistics: German, a Guide for Teachers,* by James Woodrow Merchand, D. C. Heath and Company, 1961, page 10. In *Levels I and II,* the terms "Subjunctive I and II" should be avoided, regardless of the textbook used. If the teacher is faithful to the methodology of the text, it will be obvious to him that *mastery of the use* of the subjunctive is not dependent upon the knowledge of terminology. In Level III, it is recommended that students using *Review and Progress* should learn the terms "Subjunctive I and II."

A portion of the text from the above-mentioned publication is reproduced below:

"The subjunctive is usually considered to be difficult in German. There is a threefold reason for this: (1.) it is usually left until the last; (2.) it is usually presented (in conventional texts) as a philosophical and not as a grammar item; (3.) both Subjunctive I and Subjunctive II are presented as being equally applicable and the student is ordinarily not told which to choose. There is absolutely no reason not to introduce subjunctive forms in the earlier lessons. If drilled properly, the subjunctive will become a familiar item by the time it is explained.... Such terms as real, unreal, * etc., should be avoided as much as possible when explaining the subjunctive."

In A-LM Level I, the subjunctive occurs in Units 3 and 5 as möchte ("would like"). The use of möchte is drilled in Unit 3, but is handled merely as a vocabulary matter, a matter of meaning. The use is not even called subjunctive.

In A-LM Levels I and II, there is no listing of subjunctive per se in the grammatical index.

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* Although Rehder and Twaddell and this outline use the terms "uncertain," and "contrary-to-fact," it is agreed that the terminology of the subjunctive should be kept as simple as possible for the students.

In A-LM Level III, the matter of subjunctive occurs at four places in the text: 244f, 252f, 278f, and 299f. The student is introduced to terms and examples (judiciously drilled) of the following: real and unreal conditions; the "simple subjunctive" (past in form, e.g., hätte, wäre, dürfte, ginge, führe, sagte , but present in meaning); würde plus infinitive to express unreal conditions; the compound subjunctive (hätte and wäre, plus participle); simple quotative forms and uses.

In A-LM Level IV, there is only one page (198 in Unit 44) devoted to generalizations on the uses of the subjunctive: request or obligation; "as if" - unreal comparisons; doubt or uncertainty; and wishes (the optative subjunctive).

It is advised that the teacher using Rehder and Twaddell should study the A-LM presentation of the subjunctive and should allow the A-LM methodology to influence his presentation of the German subjunctive. The A-LM approach is kept very simple and does not overwhelm the student with more grammatical facts and terms than he needs or can handle at any given level. At the same time, A-LM reliably reflects trends in modern German usage with regard to the subjunctive.* It is further recommended that when students using

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* Modern trends in the handling of subjunctive are evident in generalizations found on pages 254, 299, and 300 (A-LM Level III.)

Rehder and Twaddell reach Lesson XXV,

(1) they should learn how the subjunctive is formed;

(2) the teacher and students should go back together in the R & T textbook and collect examples of the subjunctive which have occurred. The teacher should then re-drill those examples, using drills of his own making, with the A-LM drills as patterns.

(3) the teacher can lead the students to classify the kinds of subjunctive they have already encountered in past lessons, using the terminology of Lesson XXV;

(4) after a suitable amount of drilling, the students could reasonably be expected to understand and use sentences telling about
   a) conditions contrary to fact and and
   b) unfulfilled wishes (which are actually condition contrary to fact, half stated).

Example of condition contrary to fact:
Wenn ich Geld hätte, so würde ich ein neues Auto kaufen. (or ...., so kaufte ich ein neues Auto.)

Example of unfulfilled wish:
Wenn ich nur Geld hätte! (unspoken, but clearly implied: ..., so würde ich dies oder das Kaufen.)

(5) the teacher must plan for student opportunities to use condition contrary to fact and unfulfilled wishes (e.g., in subsequent warm-up and review periods), to keep skills in handling these constructions "in practice."

Other kinds of uses of the subjunctive mentioned in Lesson XXV (R. & T.) can be presented with subsequent recognition in mind. Control of the subjunctive should be a goal for Level III.

The R. & T. student's encounter with subjunctive of indirect discourse (quotative) occurs in Lesson XLI (the very end of Level II), and again in German III (Review and Progress). The A-LM student would not encounter quotative subjunctive until Level IV.

In view of the considerable lag between the use of the oral-aural approach in high schools and the reflection thereof in college entrance examinations, it would be advisable for the A-LM German III teacher to plan at least to show his classes how quotative subjunctive is used, with recognition skills in mind.

The following examples from the Merchand publication (op. cit.) are offered as suggestions for the presentation of subjunctive of indirect discourse.

"In presenting the subjunctive of indirect discourse, it is helpful to present a parallel sequence of tense usage in English. This should not be done by a lecture on grammar, but by examples on the board:

ORIGINAL QUOTATION	INTRODUCTORY CLAUSE
"I forget"	He said that
"I forgot"	He said that
"I have forgotten"	He said that
"I will forget"	He said that
"I will have forgotten"	He said that

INDIRECT QUOTATION

he forgot.
he had forgotten.
he had forgotten.
he would forget.
he would have forgotten.

It can be pointed out that in indirect discourse only four tenses are used in English, corresponding to the six in the indicative. It should also be made clear that the indirect quotation is a derived clause, derived from an actual or imagined direct quotation, and that its tense is dependent on the tense of the original quotation. Against this background, the German is easier to control:

ORIGINAL QUOTATION	INTRODUCTORY CLAUSE	INDIRECT QUOTATION
"Ich vergesse es"	Er sagte, dass	er es vergässe.
"Ich vergass es"	Er sagte, dass	er es vergessen hätte.
"Ich habe es vergessen"	Er sagte, dass	er es vergessen hätte.
"Ich hatte es vergessen"	Er sagte, dass	er es vergessen hätte.
"Ich werde es vergessen"	Er sagte, dass	er es vergessen würde.
"Ich werde es vergessen haben"	Er sagte, dass	er es vergessen haben würde.

It is noteworthy that the time-honored terms "Subjunctive I" and "Subjunctive II" are not found in A-LM: instead, the terms "simple quotative" and "compound subjunctive" are used, in Level III. In the period of transition from Rehder and Twaddell (Holt) to A-LM (Harcourt, Brace and World) the teacher will undoubtedly encounter students who began with one approach and continue with the other. It is therefore necessary for the teacher to be thoroughly familiar with the presentation of the subjunctive in both series (Holt and Harcourt), so that the simplest possible approach can be maintained and so that confusion in the student's mind can be avoided.

VERBS, LEVEL I FORMS

(Oriented Toward A-LM)

I. Weak and Strong Verbs

   A. Weak Verbs

      1. Tenses (indicative)*

         a. present } covered in both Rehder & Twaddell and A-LM Level I
         b. present perfect }
         c. past (covered only in R. & T. for Level I)
         d. future

* Teach passive forms of the above tenses if using Rehder and Twaddell.

VERBS, LEVEL I FORMS

I. Weak and strong verbs (continued)

- A. Weak Verbs (continued)
  - 2. Forms
    - a. Principal parts

      sagen, (sagt), (hat), gesagt

      By the end of level I the student should be familiar with the following forms:
      - 1.) the infinitive
      - 2.) 3rd person singular, present tense
      - 3.) past (1st and 3rd persons singular)*
      - 4.) auxiliary (3rd person singular, present tense)
      - 5.) the past participle
    - b. Infinitives and participles
    - c. Weak verbs of high frequency in all of the above tenses and forms
      - 1.) Prefixing: introduction (separable and inseparable prefixes)*

        Examples: hören: aufhören, gehören; stellen: bestellen, vorstellen
      - 2.) New verbs ending in -ieren, formed from foreign sources (prefix ge- not used on past participles)

        Examples: telefonieren, studieren
    - d. Imperative (formal and informal in A-LM; formal only in R & T)
    - e. Reflexive verb forms

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* In R & T only

** See prepositions, Levels I - III, Outline item number IV, Evolving concepts, B. Prepositions as prefixes of verbs. The eight invariably inseparable prefixes are, of course, not prepositional: be-, ent- (emp-before f-sound), er-, ge-, miss-, ver-, zer-.

VERBS FORMS

A-LM German Level I

WEAK VERBS ENCOUNTERED IN LEVEL I (A-LM GERMAN LEVEL I, Harcourt, Brace, New York, 1963.)

Unit I
danken
fragen
freuen (impersonal use: Es freut mich.)
haben
kennenlernen
lernen
sagen

Unit II
(Platz) belegen - to reserve a seat
holen
machen
(sich) setzen
warten (+spatial adverb) - to wait

Unit III
haben (in the expression recht haben, to be right/correct)

Unit IV
besuchen
kosten
meinen
spielen
tanzen
wohnen

Unit V
einkaufen - to shop (infinitive form only)
(Lust) haben - to want (to do something)
kaufen - purchase
warten (+ auf + accusative) - to wait (for)

CRITERIA FOR CALLING A VERB "WEAK"

1. no internal vowel change throughout its principal parts
2. -te ending in the narrative past (1st & 3rd persons, singular)
3. -t ending on the past participle

NOTE: See page following strong verbs for "weak ablaut" verbs.

There are far more weak verbs than strong ones in the German language. All new verbs that are being added to the language are weak verbs.

VERBS

FORMS

A-LM German Level I

WEAK VERBS ENCOUNTERED IN LEVEL I (A-LM GERMAN, LEVEL I, Harcourt, Brace, New York, 1963.)

Unit VI

glauben (dative) - to believe (a person)
grüssen - to greet (in the expression, Grüss Gott!)
kaufen (+dative and/or accusative) - to buy for someone
passen - to fit
passieren (dative) - to happen (to someone)
schenken - to give (a present)

Unit VII

applaudieren
begleiten (transitive) to accompany (on a musical instrument)
hassen
hören
klatschen
spielen (+ auf + dative) - to play (on a musical instrument)
vorspielen - to play music for an audience
vorstellen

Unit VIII

achten (+ auf + accusative) to pay attention (to)
aufpassen - to be careful
auspacken - to unpack
verlangen
zeigen

Unit IX

abholen - to fetch
holen
(Spaziergang) machen - to take a walk
reparieren
wohnen

Unit X

(viel) aufhaben - to have a lot to do
studieren
verbessern

VERBS

FORMS

A-LM German Level I

WEAK VERBS ENCOUNTERED IN LEVEL I (A-LM GERMAN LEVEL I, Harcourt, Brace, New York, 1963.)

Unit XI
anprobieren - to try on (as a garment)
(sich) ärgern
aufsetzen - to put on (e.g., a hat)
ausprobieren - to try out (e.g., sports equipment)
brauchen - to need
einpacken
(sich) freuen - to be glad (in the expression Ich freue mich.)
mieten - to rent (occurring as a past participle, gemietet)
probieren - to test
stellen
vorhaben - to plan, to have in mind
wünschen
zumachen

Unit XII
(Angst) haben - to worry
(etwas dagegen) haben - to have something against (it)

Unit XII (continued)
(schulfrei) haben - to have a day of holiday from school
entschuldigen (+accusative) to excuse
(sich) kaufen - to buy for oneself
überraschen - to surprise

Unit XIII
lachen
(kaputt) machen - to break, to cause something to be out of order
übernachten - to spend the night (inseparable prefix)
verkaufen
verstecken
zahlen

Unit XIV
arbeiten
auszeichnen - to mark as unusual (used as past participle, ausgezeichnet, out of the ordinary)
(Glück) haben - to be fortunate
regnen
sagen

I. Weak and strong verbs (continued)

B. Strong verbs
  1. Tenses (indicative)*
    a. Present (both A-LM and R & T)
    b. Present perfect (both A-LM and R & T)
    c. Past (R & T only)
    d. Future

  2. Forms
    a. Principal parts
      gehen, (geht), ging, (ist) gegangen
      By the end of Level I, the student should be familiar with the following forms:
      1.) the infinitive
      2.) third person singular, present tense
      3.) past, first and third persons singular **
      4.) auxiliary (third person singular, present tense)
      5.) past participle
    b. Infinitives and participles
    c. Strong verbs of high frequency in all above tenses and forms
      1.) Prefixing: introduction
        Example: kommen: auskommen, bekommen
      2.) Development of awareness of roots as clues to meaning of verbs
        Example: gegen: aufgeben, herausgeben
    d. Imperative (formal and informal in A-LM; formal only in R & T)
    e. Special category

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* Teach passive forms of the above tenses for recognition if using R & T.
** In R & T only.

e. Special category
könnte, möchte, wäre, würde (subjunctives of high frequency: no need for formal presentation of subjunctive mood at this time)
(In A-LM, only möchte occurs in Level I.)

f. Reflexive forms

CRITERIA FOR CALLING A VERB "STRONG"

1. Internal vowel change(s) in the root of the verb as it proceeds through its principal parts
2. Ending-less past, in the first and third persons singular (i. e., no -te ending)
3. Past participle ending in -en or -n

NOTE: There are approximately 210 such verbs in the German language. No new strong verbs are being added to the language.

See page following list of strong verbs for "weak ablaut" verbs, sometimes called "mixed verbs," or "weak irregulars."

VERBS

FORMS

A-LM German Level I

STRONG VERBS ENCOUNTERED IN LEVEL I (A-LM GERMAN LEVEL I, Harcourt, Brace, New York, 1963.)

Unit I
gehen
heissen
sein (only ist, third person singular, present tense)

Unit II
kommen
lesen
müssen
sehen
sein

Unit III
essen
geben
mögen

Unit IV
beginnen
rufen
(los) sein - to be rid of
treffen ("Let us meet.")
trinken
wollen

Unit V
kommen (encountered as past participle, gekommen)
sollen
sprechen
wiedersehen

Unit VI
brechen - to break (encountered as past participle, gebrochen)
bringen (mixed)
geboren (past participle of gebären)
können - to be able
(Schi) laufen (given as two words)
leihen
liegen

VERBS FORMS

A-LM German Level I

STRONG VERBS ENCOUNTERED IN LEVEL I (A-LM GERMAN LEVEL I, Harcourt, Brace, New York, 1963.)

Unit VII

(stolz auf etwas) sein - to be proud (of)
singen
sitzen
werden - to become

Unit VIII

gefallen (+ dative) - to please
(In this Unit, the verb is encountered only as the infinitive.)

Unit IX

fahren
mitkommen
zurückbringen

Unit X

anrufen
finden
kennen (mixed)
verstehen
vorausfahren
werden (as auxiliary for forming the future tense)

Unit XI

aufsteigen - to climb up (to)
drankommen
dürfen - to be allowed to
(Spass) haben - to have fun
hingehen
lassen - to leave, to leave behind
laufen
mitgehen
nehmen
scheinen - to shine (as the sun)
stehen (+ dative of the person) - to look good on, to be becoming/ suitable to

Unit XII

(am besten) kommen - to reach a destination in the most convenient manner; to "get there" the most easily
mitgeben - to take along
vergessen
wissen

Unit XIII

losgehen - to start (out), to begin

VERBS FORMS

A-LM German Level I

STRONG VERBS ENCOUNTERED IN LEVEL I (A-LM GERMAN LEVEL I, Harcourt, Brace, New York, 1963.)

Unit XIV
ankommen (in the form of the past participle, angekommen)
ansehen
gehen (encountered here for the first time in the past participle form: gegangen)
(leid) tun - to be sorry (used impersonally: Es tut mir leid.)
(lustig) zugehen - (impersonally used: Hier geht es lustig zu. Fun aplenty is going on here!)
mitbringen
mitsingen - to sing along
sein - (encountered for the first time in the form of the past participle, gewesen)
tragen - to carry
zurückkommen - to come back, to return

VERBS, LEVEL I FORMS

CRITERIA FOR CALLING A VERB "WEAK ABLAUT" OR "MIXED"
(having some characteristics of both weak and of strong verbs)

(These verbs are called "weak irregular" in *German*, Rehder and Twaddell. They are not formally treated in A-LM.)

1. internal vowel change from the original root vowel to *-a-* in the narrative past tense

2. *-te* ending in the narrative past tense, first and third persons singular

3. *-t* ending on the past participle

NOTE: There are eight (8) basic "weak ablaut" verbs in German, not counting their prefixed forms. The students will have encountered all eight by the end of Level II in R & T. Only *bringen* and *kennen* occur in *A-LM German Level I.* By the end of *A-LM German Level III*, all of the basic "weak ablaut" verbs except *senden* have occurred, as well as prefixed forms of these verbs (*e. g.*, *erkennen*, *verbringen*)

brennen

kennen

nennen

rennen

senden

wenden

bringen

denken

VERBS, LEVEL I SYNTAX (GRAMMATICAL RELATIONSHIPS)

I. Position of verb in the sentence

  A. Word order involving a finite verb
    1. Normal (subject in first place)
    2. Inverted (subject after finite verb)
    3. Transposed (finite verb in last place)

  B. Word order involving infinitives and participles
    1. Position in normal word order
    2. Position in inverted word order
    3. Position in transposed word order

  C. Negative word order (position of nicht)

  D. Effect of conjunctions on word order
    1. und, aber, denn, oder, sondern
    2. dass,* weil, wenn, etc.

  E. Effect of elements other than subject or verb coming first in a declarative sentence
    1. Direct object
    2. Adverbial elements
      a. adverb
      b. adverbial phrase
      c. adverbial clause

*(N. B. Level I students should be made aware that dass may be omitted in oral and written work, leaving the word order normal.)

VERBS, LEVEL I

SYNTAX (GRAMMATICAL RELATIONSHIPS)

WEAK AND STRONG VERBS

II. Uses of the forms

A. Agreement of subject and verb

B. Forms of the moods
1. Indicative
a. Forms
1.) Finite forms (conjugated forms)
2.) Non-finite forms
a.) Participle
b.) Infinitives
(1.) Complementary
(2.) Other uses
(a.) As a noun
Examples: Viel Vergnügen beim Schwimmen!
Das Skilaufen gefällt mir.
(b.) As a strong command (Level I -R. & T.; Level III - A-LM)
Example: Nicht hinauslehnen!

b. Uses of the tenses
1.) Present
a.) The "here-and-now"
b.) Future meaning when a pellucid time-element is present
c.) Present continuous: indicating an action begun in the past, continuing through the present

WEAK AND STRONG VERBS

- 2.) Past, the uses to include
  - a.) Narration of a continuous story } Level I
  - b.) Description of an action continuing over a period of time in the past } R & T only
- 3.) Present perfect, the uses to include
  - a.) Conversational past
  - b.) Actions completed in the past
- 4.) Future
  - a.) Indicating an action which has not yet occurred, especially when no adverbial expression of time exists in the sentence
  - b.) Used where the English translation "is/are going to" could be employed

2. Subjunctive
   - a. Use of very high frequency subjunctive terms in rote situations: hätte, könnte, möchte, wäre, würde (Note: Only möchte is used in A-LM Level I.)
   - b. Naming of such terms as "subjunctive," without further syntactical detail at this level

3. Imperative
   - a. Formal and informal in A-LM; formal only in R & T
   - b. Infinitive without Sie, as strong command (Level I, R & T; Level III, A-LM)

C. Uses of voice
   1. Active
   2. Passive (recognition only, in R & T)

D. Uses of the modal auxiliaries

III. Cases governed by the verb

A. Nominative
1. After the verb sein (to be)
2. After other linking verbs

B. Accusative
1. After a transitive verb without intervening preposition
2. After a preposition (or preposition/prefix) closely associated with the meaning of the verb
Example: ansehen -- accusative (sehen + an + accusative)

C. Dative
1. Impersonal expressions
Examples: Es geht mir gut.
Es gefällt mir.
Es tut mir leid.
2. Verbs taking an indirect object
Examples: geben, sagen
3. Verbs whose direct objects are in the dative case
4. Verbs governing dative through separable prefix or intervening preposition (R & T only)
a. Through separable prefix
Examples: mitteilen, nachrufen, nachsehen
b. After an intervening preposition closely associated with the meaning of the verb
Examples: vorbeifahren + an + dative
vorbeikommen + bei + dative

IV. Reflexive verbs

  A. Verbs which are always used reflexively

  B. Verbs which may be used reflexively

V. Impersonal uses of certain verbs

  A. Weather and time expressions

  B. Others
  Examples: es geht
  es gibt
  es ist

VERBS, LEVEL II FORMS

- I. Weak and strong verbs (oriented toward A-LM text)
  - A. Weak verbs
    - 1. Tenses
      - a. Indicative
        - 1.) Review of
          - a.) present
          - b.) Present perfect
          - c.) Past (only if using R & T)
        - 2.) Addition of
          - a.) Future (A-LM and R & T)
          - b.) Past (A-LM)
          - c.) Past perfect (R & T only)
          - d.) Future perfect (R & T only)
      - b. Subjunctive (1st and 3rd persons, singular and plural)
        - 1.) Review of hätte, the past subjunctive of haben
        - 2.) Addition of
          - a.) Past subjunctive forms of high-frequency verbs
          - b.) Past perfect subjunctive forms of high-frequency verbs

        R & T

        (Note: Subjunctive is introduced and drilled in Level III, A-LM.)
    - 2. Forms
      - a. Principal parts: stated as in Level I of this GUIDE
      - b. Infinitives and participles
      - c. Additional weak verbs of high frequency, with emphasis on
        - 1.) Prefixed forms of verbs already mastered (separable and inseparable prefixes)

          Examples:

          brauchen: gebrauchen, verbrauchen
          dienen: bedienen, verdienen
          fallen: ausfallen, durchfallen, gefallen
          legen: belegen, (sich) überlegen, verlegen

2.) Development of awareness of roots as clues to verb meaning
Examples:
Decke (as in bedecken, entdecken)
Zahl (as in bezahlen, erzählen)

d. Imperative
   1.) Formal forms
   2.) Informal forms

e. Reflexive verb forms

VERBS

FORMS

A-LM VERBS, LEVEL II

WEAK VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN LEVEL II, Harcourt, Brace, New York, 1963.)

Unit XV

bilden - to form
dauern
erzählen (+ von + dative)
(Verspätung) haben - to be late
landen
(Aufnahmen) machen - to take photos
reisen
vermissen - to miss a person or place with nostalgia

Unit XVI

antworten
baden - to bathe, to swim
beobachten
(Angst) haben - to be afraid
paddeln - paddle a boat
schaffen - to make, succeed
(sich in Bewegung) setzen - to set in motion
starten
stecken
versuchen
vorbeisausen - to roar by
(sich) vorstellen - to imagine
winken - to wave, to motion (with hand)
zuwinken - to wave at

Unit XVII

(sich) anstellen - to stand in line
(genau) aufpassen - to observe closely
bedingen - to set up as a condition (in the form of a negated past participle, unbedingt, unconditionally, absolutely)
(sich) beschweren - to complain
danken
einstecken - to insert, to put into
herabsetzen - to reduce (in the form of past participle, herabgesetzt, reduced)
legen - to place, put
meinen - to think
merken
schauen
schnellmachen
(sich) umdrehen
verkaufen (with man as subject)

Unit XVIII

(sich) amüsieren - to have a good time
aufhören (+ zu + infinitive) - to stop/ quit doing something
aufmachen
ausreichen — to reach (sufficiently) (encountered as present participle, ausreichend, just barely passing)

VERBS

FORMS

A-LM VERBS, LEVEL II

WEAK VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN LEVEL II, Harcourt, Brace New York, 1963.)

Unit XVIII - (continued)

aussuchen
befriedigen - to satisfy (encountered as befriedigend, present participle, meaning satisfactory, a German school mark)
bestellen
bezahlen
dekorieren
eilen
haben
  anhaben - to wear (e. g., a garment)
  aufhaben - to wear (e. g., headgear)
  umhaben - to wear (e. g., belt, sash, scarf)
(sich) hinsetzen
hinuntereilen
karieren - to cover with checks (a design) (occurs as kariert, checked)
korrigieren
lauschen
nachholen - to catch up (as in a school subject)
(sich) öffnen - to open (e. g., a door)
passen - to be appropriate
rütteln - to rattle, jiggle
sägen
verkleiden - to dress up in a costume different from one's usual dress
verpassen - to miss a means of conveyance (e. g., a train)
verrücken - to displace, confuse, unsettle (in the form of verrückt, past participle, meaning confused, crazy)
wechseln
(sich) zeigen - to appear

Unit XIX

abklatschen - to cut in (at a dance)
(sich) ausdrücken - to express oneself
bauen lassen - to have built
behandelen
beleben - to fill with life or activity (in the form belebt, lively)
berühmen - to give fame to (berühmt, famous)
besichtigen - to come to see, to visit (e. g., as a tourist)
bewundern
brauchen (+ zu + infinitive) - to have to, to need to
diskutieren (+ über + accusative) - to discuss
drängen - to push
enden

A-LM VERBS, LEVEL II

WEAK VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN LEVEL II, Harcourt, Brace New York, 1963.)

Unit XIX - (continued)

(sich) entschuldigen (+ bei + dative) - to apologize (to)
erklären
fauchen - to puff (occurs as fauchend, puffing)
fehlen
gehören (+ dative) - to belong (to)
haltmachen
hinaufklettern
hoffen
interessieren - to interest (not reflexive in Unit XIX)
klettern
kreuzen - to cruise
langweilen - to bore (transitive)
umherkreuzen
vorbeihuschen - to whiz by
wiederaufbauen - to rebuild (occurs as wiederaufgebaut, rebuilt)
zählen
zischen - to hiss (e.g., in scorn, hate, etc.) (occurs as zischend, hissing)

Unit XX

begeistern - to inspire (occurs as begeistert, the past participle, meaning enthusiastic[ally])
begrüssen
belieben - to choose, wish for (occurs as beliebt, favorite)
drucken
erwarten
garantieren
(etwas) haben (gegen + accusative) - to have
(Beifall) klatschen
klingeln
kritisieren
lösen - to solve (e.g., a puzzle); to buy a ticket
prominieren
(sich) (+ mit + dative) - to make a date with
(sich) verabschieden (+ von + dative) - to say goodbye, to go away from
versäumen - to waste (time or money)
zerstören - to destroy (occurs as zerstört, the past participle: destroyed)
zustimmen (+ dative) - to agree to

VERBS FORMS

A-LM VERBS, LEVEL II

WEAK VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN LEVEL II, Harcourt, Brace New York, 1963.)

Unit XXI

anstellen - to turn on (e.g., radio or equipment)
backen (backte or buk), gebacken - to bake
(sich) beeilen
(sich) beschäftigen (+ mit + dative) - to busy o.s. with
(sich) freuen (+ über + accusative) - to be glad about
gebrauchen - to use (occurs as gebraucht, the past participle)
heizen
(sich) hinlegen
klopfen
kriegen - to get, acquire
leben - to live
(sich an die Arbeit) machen - to get to work, to "buckle down" to hard work
mitarbeiten - to work along, to work too
putzen
rauchen - to smoke (transitive)
'raufholen - to bring upstairs to/toward the speaker
'rausholen - to get (something) out
rechnen
saubermachen
schmecken
schmieren
setzen - to place, put
stricken (+ an + accusative) - to knit
träumen
verbrauchen - to use (up)
verdienen - to earn, deserve
weglegen - to put away
zusammenhaben - to have accumulated

Unit XXII

aufräumen - to clean up
aufstellen - to set up
aufziehen - to wind (e.g., a clock)
basteln - to occupy o.s. with a constructive hobby
bedeuten
beeindrucken (used as past participle, beeindruckt, impressed)
befriedigen - to satisfy
begeben - to endow with gifts/talents, as God blesses; occurs as begabt, gifted)
begegnen (+ dative) - to meet
benutzen
bestimmen - to intend (occurs as past participle, bestimmt, definitely)

VERBS

FORMS

A-LM VERBS, LEVEL II

WEAK VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN LEVEL II, Harcourt, Brace, New York, 1963.)

Unit XXII (continued)
borgen
einrichten - furnish (occurs as past participle, eingerichtet, furnished)
eintauchen
entfernen - to remove, take away; to go away (sich entfernen)
(sich) interessieren (+ für + accusative) - to be interested
(sich) konzentrieren (+ auf + accusative) - to concentrate (on)
(sich) leisten - to afford
(auswendig) lernen
(sich Sorgen) machen
(sich) merken - to remember
missglücken - to fail
motorisieren
organisieren (used as past participle)
planen
schaffen - to do, make (used as past participle, Geschafft! - All done!)
stören
umrühren - to stir
vorbereiten (+ auf + accusative) to prepare for
wiederholen - to repeat

Unit XXIII
beklagen
besiegen
existieren
fragen (+ nach + dative) - to ask for information
gucken
(sich wie zu Hause) fühlen - to feel at home
füttern - to feed (e. g., a pet)
(lieber) haben - to prefer, to like better (than something/ someone else)
(sich auf den Heimweg) machen - to go home
(sich unabhängig) machen - to make o. s. independent
(Überstunden) machen - to work overtime
regieren
schnitzen
schützen (+ vor + dative) - to protect (against)
tanken - to fill up (the tank) with gasoline
teilen
(sich) verändern
vereinigen

VERBS, LEVEL II FORMS

I. Weak and strong verbs, continued

B. Strong verbs
  1. Tenses
    a. Indicative
      1.) Review of
        a.) Present
        b.) Present perfect
        c.) Past (only if using R & T)
      2. Addition of
        a.) Future
        b.) Past
        c.) Past perfect (R & T only)
        d.) Future perfect (R & T only)

    b. Subjunctive (1st and 3rd persons, singular and plural)
      1.) Review of
        möchte, könnte, würde, wäre as typical past subjunctives
      2.) Addition of
        a.) Past subjunctive forms of high-frequency verbs
        b.) Past perfect subjunctive forms of high-frequency verbs

R. & T.

      (Note: Subjunctive is introduced and drilled in A-LM III.)

  2. Forms
    a. Principal parts: stated as in Level I of this GUIDE

    b. Infinitives and participles

VERBS, LEVEL II FORMS

B. Strong verbs (continued)

c. Additional strong verbs of high frequency, with emphasis on
1.) Prefixed forms of verbs already mastered
Examples: steigen: absteigen, aussteigen, besteigen, einsteigen, umsteigen
sehen: ansehen, aussehen
kommen: bekommen, herkommen, zurückkommen
2.) Development of awareness of roots as clues to verb meaning
Examples: Teil: mitteilen, teilnehmen
schliess-: ausschliessen, beschliessen, einschliessen

d. Imperative: formal and informal forms

e. Reflexive verb forms

See criteria for calling a verb "strong," "weak," or "weak ablaut" (mixed), under FORMS, LEVEL I.

VERBS

A-LM VERBS, LEVEL II

STRONG VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN, LEVEL II, Harcourt, Brace, New York, 1963.)

Unit XV

anfangen
aufsteigen
bekommen
entlangfahren
fliegen
(schlafen) gehen (not combined)-to go to sleep
nennen (a "mixed" verb: in the form of sogenannt, so-called, a past participial form of nennen)
schlafen
schliessen
schreiben
(einem böse) sein
sprechen (+ von + dative)
(+ über + accusative in Unit XX)
versprechen
zufliegen - to fly (to)
zurückfliegen

Unit XVI

anziehen - to put on (e. g., garment on body)
aussein - to be finished/over/done/ended (e. g., class or school)
dürfen - might (an idiomatic use, as in a salesman's question: Was dürfte es sein?)
einladen
fallen
festhalten - to hold (on to)
(Gas) geben - to step on the gas; accelerate
gewinnen
halten
helfen
herbringen
herumfahren
hinkommen
hinterherfahren - to follow (by vehicle or conveyance)
hinterherwerfen - to throw after
hochkommen - to stand up
(auf die Beine) kommen - to get on one's feet
reiten
schwimmen
(alle) sein - to be (all) used up/gone (as gas)
(an Bord) sein - to be (on board)
(schuld daran) sein - to be to blame for
sinken
sollen - shall (not ought to in this unit)
springen

VERBS

A-LM VERBS, LEVEL II

STRONG VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN, LEVEL II, Harcourt, Brace, New York, 1963.)

Unit XVI (continued)

stattfinden
stehen
stehenbleiben
vorwärtskommen
wegsein - to be away, be absent
weitergehen
werfen
ziehen - to pull

Unit XVII

abtragen - to wear out (e.g., a garment); used in the form of abgetragen)
bleiben
fangen
hinterhergehen - to walk after someone
tun (als ob) - to pretend as though
zurücksein - to be back (as from an errand)

Unit XVIII

(sich) anziehen
aushalten
gehen (+auf +accusative) to go (to a); used in an expression like "go to school"
heissen - to be , to go (as a song, or title) (These two meanings constitute two uses other than the basic one ["to be called"].)

Unit XVIII (continued)

(Wasserschi) laufen
tragen - to wear
vergehen - (intransitive) to pass (used with regard to time and units thereof)
verschieden - past participle of verscheiden, a rarely-used verb. Verschieden means different, various.)
verschliessen - to lock
ziehen - to move (e.g., as a household, from one city to another); in Unit 16, ziehen meant pull.

Unit XIX

abfahren
einsteigen - to get on/into a vehicle
(hübsch/schön/nett)finden - to think someone/something is pretty/beautiful/nice
kommen
  herkommen - to come here
  ins Gespräch kommen
  mitkommen - to keep up (with others in school work)
rennen (a "mixed" verb)
sein
  (fällig) sein - to be due (e.g., a bill)
  (weiter)sein - (one word) to be ahead (advanced), as in school

VERBS

A-LM VERBS, LEVEL II

STRONG VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN, LEVEL II, Harcourt, Brace, New York, 1963.)

Unit XIX (continued)

umsteigen
verlieren
verschlafen - to oversleep
werden (impersonally used: Es wird Zeit, . . . It's time (that) . . .)

Unit XX

ankommen (+ accusative)-to reach (transitive)
ansehen
ausgehen - to go out (as a light, a candle)
aussteigen
besprechen
bestehen - to exist
davongehen - to go away
denken (+an+accusative) - to think of / about (a "mixed" verb)
durchfahren - to travel through (separable prefix: stress on the durch)
einlaufen - to come in (as a train, etc.)
erscheinen
fortsein
hochgehen
nachrufen - to shout after (someone)
(sich) umsehen
vergehen - to pass (as time passes); used as vergangen, past participle

Unit XX (continued)

verlassen
vorschlagen
(lebendig) werden - to come to life
zuschlagen - to slam (e. g., a door)

Unit XXI

abschneiden
abwaschen - to do dishes, to wash dishes
aufschreiben - to write down
backen - to bake (A-LM uses the modern backte for past tense, but retains the participle, gebacken)
bereithalten
gehen - to be running (e. g, a motor)
giessen - to pour, to water (e. g, a garden)
halten - to halt, stop
lassen - to let, allow
pfeifen
'rauflaufen - to run up (stairs, to/toward the speaker)
'rauftragen - carry up (stairs, to/toward the speaker)
'reinlassen - to let (come) in, to/toward the speaker)
'runterlaufen - to run down (stairs, to/toward the speaker)

VERBS

A-LM VERBS, LEVEL II

STRONG VERBS ENCOUNTERED IN LEVEL II (A-LM GERMAN, LEVEL II, Harcourt, Brace New York, 1963.)

Unit XXI (continued)

'runtertragen - to carry down(stairs to/toward the speaker)
schneiden
schreiben (+ über + accusative)
(dabei) sein - to be at (doing) something; to be in the act (of doing something)
(jemandem gleich) sein - to be all the same with s. o.; not to care; to be indifferent
(sich) umziehen
vorbeigehen (+ an + dative)

Unit XXII

aufstehen - to get up (from bed)
(sich etwas)denken - to think (something) to imagine (something)
durchnehmen - to take up (in school) (separable prefix, stress on durch)
enthalten
(in die Luft) gehen - to blow up (intrans.)
geschehen
(bei der Schularbeiten) helfen - to help with homework
'rausgehen
riechen
(daheim) sein
(fertig) sein
umwerfen
verschwinden
zurückgehen

Unit XXIII

anhalten
entstehen
(zu Mittag) essen
hinaufkriechen - to crawl up (away from the position of the speaker)
kommen (+ aus + city name) - to come from (a certain town, as "hometown")
kriechen
mithelfen
steigen
(zufällig) treffen - to meet by chance
verleihen - to award
vorangehen
zusammenbrechen - to collapse
zusehen

GROUPING OF CERTAIN STRONG VERBS ACCORDING TO ROOT-VOWEL CHANGES IN PRINCIPAL PARTS

Group I

$$\left\{\begin{matrix} \text{a} \\ \text{au} \end{matrix}\right\} \rightarrow \left\{\begin{matrix} \text{ä} \\ \text{äu} \end{matrix}\right\} \rightarrow \left\{\begin{matrix} \text{i} \\ \text{ie} \end{matrix}\right\} \rightarrow \text{a}$$

anfangen, (fängt an); fing an; (hat) angefangen
gefallen, (gefällt); gefiel; (hat) gefallen
laufen, (läuft); lief; (ist) gelaufen
lassen, (lässt); liess; (hat) gelassen

Group II

$$\text{a} \rightarrow \text{ä} \rightarrow \text{u} \rightarrow \text{a}$$

einladen, (lädt)ein); lud ein; (hat) eingeladen(prefixed form of laden, below.)
fahren, (fährt); fuhr; (hat) gefahren - to drive (a car, etc.: transitive)
fahren, (fährt); fuhr; (ist) gefahren - to go, travel (intransitive)
laden, (lädt); lud; (hat) geladen
waschen, (wäscht); wusch; (hat) gewaschen

VERBS, LEVEL II FORMS

GROUPING OF CERTAIN STRONG VERBS ACCORDING TO ROOT-VOWEL CHANGES IN PRINCIPAL PARTS (verbs taken from German, Rehder and Twaddell)

Group III $\mathrm{e} \rightarrow \left\{\begin{matrix} \mathrm{i} \\ \mathrm{ie} \end{matrix}\right\} \rightarrow \mathrm{a} \rightarrow \mathrm{e}$

essen, (isst); ass; (hat) gegessen
geben, (gibt); gab; (hat) gegeben
geschehen, (geschieht); geschah; (ist) geschehen
sehen, (sieht); sah; (hat) gesehen
vergessen, (vergisst); vergass; (hat) vergessen

Group IV $\mathrm{ei} \rightarrow \mathrm{ei} \rightarrow \left\{\begin{matrix} \mathrm{i} \\ \mathrm{ie} \end{matrix}\right\} \rightarrow \left\{\begin{matrix} \mathrm{i} \\ \mathrm{ie} \end{matrix}\right\}$

bleiben, (bleibt); blieb; (ist) geblieben
schreiben, (schreibt); schrieb;(hat) geschrieben
schreien, (schreit); schrie; (hat) geschrieen
treiben, (treibt); trieb; (hat) getrieben

GROUPING OF CERTAIN STRONG VERBS ACCORDING TO ROOT-VOWEL CHANGES IN PRINCIPAL PARTS

Group V

$$\left\{\begin{matrix}\text{e}\\ \text{ie}\\ \text{ü}\end{matrix}\right\} \longrightarrow \left\{\begin{matrix}\text{e}\\ \text{ie}\\ \text{ü}\end{matrix}\right\} \longrightarrow \text{o} \longrightarrow \text{o}$$

fliegen, (fliegt); flog; (ist) geflogen
frieren, (friert); fror; (hat/ist) gefroren
schliessen, (schliesst); schloss; (hat) geschlossen
ziehen, (zieht); zog; (hat) gezogen

Group VI

Basic root vowel changing to -a-; root vowel of the infinitive occurring in the 3rd person singular, present tense; the root vowel change to -a- reappearing in past participle.

ALL THE WEAK-ABLAUT (MIXED) VERBS (8) ARE IN THIS GROUP.

brennen, (brennt); brannte; (hat) gebrannt
bringen, (bringt); brachte; (hat) gebracht
denken, (denkt); dachte; (hat) gedacht
kennen, (kennt); kannte; (hat) gekannt
nennen, (nennt); nannte; (hat) ganannt
senden, (sendet); sandte; (hat) gesandt
rennen, (rennt); rannte; (ist) gerannt
wenden, (wendet); wandte; (hat) gewandt

ONLY TWO OTHER VERBS IN THE GERMAN LANGUAGE ARE IN THIS VOWEL CHANGE GROUP. THEY BOTH OCCUR IN LEVEL I.

stehen, (steht); stand; (hat) gestanden
tun, (tut); tat; (hat) getan

VERBS, LEVEL II FORMS

GROUPING OF CERTAIN STRONG VERBS ACCORDING TO ROOT-VOWEL CHANGES IN PRINCIPAL PARTS

Group VII $e \longrightarrow \left\{\begin{matrix} i \\ ie \end{matrix}\right\} \longrightarrow a \longrightarrow o$

brechen, (bricht); brach; (hat) gebrochen
empfehlen, (empfiehlt); empfahl; (hat) empfohlen
helfen, (hilft); half; (hat) geholfen
sprechen, (spricht); sprach; (hat) gesprochen

Group VIII $i \longrightarrow i \longrightarrow a \longrightarrow \left\{\begin{matrix} u \\ o \end{matrix}\right\}$

beginnen, (beginnt); begann; (hat) begonnen
finden, (findet); fand; (hat) gefunden
schwimmen, (schwimmt); schwamm; (ist/hat) geschwommen
singen, (singt); sang; (hat) gesungen
trinken, (trinkt); trank; (hat) getrunken

Group IX $\left\{\begin{matrix} i \\ ei \end{matrix}\right\} \longrightarrow \left\{\begin{matrix} i \\ ei \end{matrix}\right\} \longrightarrow a \longrightarrow e$

bitten, (bittet); bat; (hat) gebeten
sein, (ist); war; (ist) gewesen

VERBS, LEVEL II

SYNTAX: GRAMMATICAL RELATIONSHIPS

I. Position of the verb in the sentence

   A. Word order involving a finite verb
      1. Normal
      2. Inverted
      3. Transposed

      These two types of word order increase in frequency in Level II.

   B. Word order involving infinitives and participles
      1. Position in normal word order
      2. Position in inverted word order
      3. Position in transposed word order

   C. Negative word order
      1. Position of nicht
      2. Position of other negatives
         a. weder. . . noch
         b. kaum

   D. Effect of conjunctions on word order
      1. und, aber, denn, oder sondern
      2. entweder. . . oder
      3. als, seitdem, während, weil, wenn, etc.

   E. Effect of elements other than the subject coming first in a declarative sentence
      1. Direct object
      2. Adverbial elements
         a. Adverb
         b. Adverbial phrase
         c. Adverbial clause

F. Position of auxiliary with double infinitive construction (introduction only, in Level II)
Example: Du weisst wohl, dass der Arzt hat operieren wollen. (German, Rehder and Twaddell, page 335.)

II. Uses of the forms

A. Agreement of subject and verb

B. Forms of the moods (indicative, subjunctive, imperative)
- 1. Indicative
  - a. Forms
    - 1.) Finite forms: tenses
      - a.) Present (reviewed)
      - b.) Imperfect: narrative past (reviewed)
      - c.) Present perfect: conversational past (reviewed)
      - d.) Future
      - e.) Past perfect: pluperfect
      - f.) Future perfect (introduction only, in Level II)
    - 2.) Non-finite forms
      - a.) Infinitive
        - (1.) Tense
        - (2.) Double infinitive
          Examples: Ich möchte mir die Haare schneiden lassen.
          Wo werden wir ihn finden können?
          Sie haben dort bleiben müssen.
          Haben Sie so etwas sagen hören?
        - (3.) Passive meaning in English expressed by active infinitive in German
          Example: Wann ist Doktor Mahlmann zu sprechen?

- b.) Participle
    - (1.) Tense
    - (2.) Voice
    - (3.) Extended participial construction (adverb + participle/adjective + noun): introduction only, in Level II
      Example: die freundlich begrüssten Gäste

- b. Uses of the tenses (For the uses of the first four tenses listed below, refer to Level I, Weak and strong verbs, Item II, Uses of the forms.)
    - 1.) Present
    - 2.) Imperfect (narrative past)
    - 3.) Present perfect (conversational past)
    - 4.) Future
    - 5.) Past perfect (pluperfect)
        - a.) Used in sentences in which two (or more) actions are described, one (+) of which had occurred prior to another
        - b.) Analogous to English use of the past perfect
    - 6.) Future perfect (introduction only, in Level II)
        - a.) Used in sentences in which two (or more) actions in the future are being described, one (+) of which will (or shall) have occurred before another begins
        - b.) Analogous to English use of future perfect
- 2. Subjunctive
    - a. Tenses
        - 1.) Narrative past of high-frequency verbs
        - 2.) Pluperfect of high-frequency verbs
    - b. Meanings of the subjunctive
        - 1.) Conditions
            - a.) Unreal ("uncertain, thinkable": German, Rehder and Twaddell, pages 288-295.)
              Example: Wenn er es wüsste, würde er es Ihnen sagen.

b.) Contrary-to-fact ("improbable": ibid.)
Example: Wenn wir rechtzeitig angekommen wären, hätten wir den Anschluss nicht verpasst.

c.) Expressions of advice
Example: Ein Taxi wäre viel bequemer.

2.) Comparison (als ob + transposed word order, or als + inverted word order)
Examples: Er sah aus, als ob er krank wäre.
Er sah aus, als wäre er krank.

3.) Polite expressions to avoid abruptness
Example: Ich möchte ein Glas Wasser haben.

4.) Expressions of emotion (regret, reproach, unfulfilled wish, etc.)
Examples: Wenn sie es mir nur gesagt hätte!
Wäre er nur hier!

5.) Quotative subjunctive: indirect statement after verbs of saying or asking (actual or mental)
Examples: Ich dachte, er hätte mir zu wenig herausgegeben.
Ich fragte ihn, ob er krank wäre.

3. Imperative
   a. Formal form
   b. Introduction of informal form

C. Uses of voice
   1. Active
   2. Passive

D. Modal auxiliaries

III. Cases governed by the verb (for details, see VERBS, LEVEL I, SYNTAX, Outline Item III. Cases governed by the verb.)

A. Nominative

B. Accusative
1. Review of uses in Level I
2. Objective predicate (objective complement)
Examples: Viele Menschen halten sie für die berühmteste Stadt; und wer dort gelebt hat, findet sie wohl auch die schönste Stadt in Deutschland.

C. Dative

IV. Reflexive and reciprocal constructions

A. Reflexive constructions (more difficult in Level II than in Level I; trend in Level II: greater frequency of abstract or figurative meanings)
1. Verbs which are always used reflexively

Examples:	sich beschäftigen	sich einleben
	sich niederlassen	sich überlegen

2. Verbs which may be used reflexively

Examples:	sich anmelden	sich leisten
	sich stossen	sich vorstellen

B. Reciprocal constructions
1. Using sich where there is no danger of ambiguity
2. Using einander where there is possible ambiguity of the plural reflexive pronoun

V. Impersonal uses of certain verbs

A. Weather and time expressions

B. Others
es brennt; es geht (ging); es gibt (gab); es ist (war); es steht; es wird (wurde)

Note: The impersonal constructions encountered in Level I all occur again, often in tenses other than the present, and/or in combination with auxiliaries.

VERBS, LEVEL III FORMS

I. Weak and strong verbs, Level III (oriented toward A-LM)

A. Weak verbs
1. Tenses
a. Indicative (all persons)
1.) Review of items covered in Levels I and II
2.) Addition of future perfect for mastery by the end of Level III
b. Subjunctive (all persons)
1.) Review of
a.) Narrative past subjunctive forms of high-frequency verbs (Subjunctive I and II: Review and Progress, Lehman, W. P., Rehder, Helmut, et al., Holt, Rinehart and Winston, New York, 1959.)
b.) Pluperfect (past perfect) subjunctive forms of high frequency verbs (Subjunctive I and II)
2.) Addition of
a.) Present subjunctive (Subjunctive I and II)
b.) Present perfect subjunctive (Subjunctive I and II)
c.) Future subjunctive (Subjunctive I and II)
d.) Future perfect subjunctive (Subjunctive I and II)
2. Forms
a. Principal parts: stated as in Level I
b. Infinitives (tense) and participles (voice and tense)
c. Additional weak verbs of high frequency, with emphasis on
1.) Prefixed forms of verbs already mastered (separable and inseparable prefixes)
Examples: nachfolgen, nachfragen, nachprüfen, nachschauen, nachsetzen
zerbrechen, zerfallen, zerlegen, zerspringen, zerstören
zuflüstern, zuhören, zuschauen, zuwinken
2.) Study of roots as clues to verb meaning
Examples: eil- : beeilen, davoneilen, eilen, herbeieilen, übereilen, vorbeieilen
führ- : führen, herführen, hinausführen, verführen, zusammenführen

VERBS, LEVEL III FORMS

d. Passive voice: all tenses, indicative and subjunctive, to be mastered by end of Level III
e. Imperative
  1.) Formal form
  2.) Informal form
f. Reflexive verb forms

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXIV

adressieren
(sich) befreunden (+mit+dative) to make friends (with)
betrachten - to observe, look at
brüllen
decken - to cover, set (e.g., a table)
(sich) drängen - to push through

(sich) erkundigen - to inquire
erwidern (+ dative) - to reply
fertigmachen
gestatten - to allow
grinsen
hängen - to hang (up), transitive
kochen
kündigen - to give notice (as of leaving a job)
(Spass) machen - to get fun (out of something); to amuse (a person)
(Vorwürfe) machen - to reproach
öffnen - to open (not reflexive in XXIV)
schimpfen - to scold (intransitive)
(die Hand) schütteln
servieren
stricken (& handstricken) to knit
strahlen
(sich) täuschen - to err
(sich) verständigen - to make oneself understood
verwundern - to amaze (here used as past participle, verwundert, amazed)
vorbereiten - to prepare (as past participle, vorbereitet, prepared)
vorstellen - to introduce
weinen
winken - to wave with the hand (as signal or as greeting)

Unit XXV

ablehnen - to refuse
blenden
blicken (+auf + accusative) - to glance at
(zeitlos) dahinleben - to live (along)
dazulegen - to add to
einreden (+auf+accusative) - to talk to
entdecken
entgegnen - to reply, to counter (in words)
entlangschlendern - to stroll along
fehlen (+ dative) - to be missing something; to lack

VERBS

FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III(A-LM GERMAN, LEVEL III, Harcourt, Brace New York, 1963.)

Unit XXV (continued)

imponieren (+dative) - to impress
lacheln
schlüpfen
stottern - to stammer, to stutter
überzeugen - to convince (as past participle, überzeugt, convinced)
verträumen - to daydream
verzichten (+ auf+accusative) - to do without
verzweifeln - to puzzle (used as past participle)
vorbeischlendern - to stroll past
(auf einen) zustürzen - to rush (toward a person)

Unit XXVI

anrichten - to direct (e. g., a question)
anstarren
aufbauen
aufbrausen - to flare up, become angry
aufklappen - to flap open
aufregen - to excite (in form of present participle, aufregend)
(sich) aufrichten - to straighten up (in posture)
beleidigen
bewundern - to admire (used as present participle, bewundernd)
belehren
(sich) erinnern
(sich) anhaben - to have as a personal characteristic
(so etwas. . . -es an sich) haben - to have something true about o. s.
(sich) gewöhnen (+ an + accusative)
halten (+ für + accusative) - to take for, consider (as)
hämmern
hinaufführen - to lead up, away from the speaker
hinzufügen
(sich) irren
kündigen - to fire (an employee); to give notice of termination of employment
nicken
notieren - to jot down
nützen (+ dative) - to be of use (to)
pikieren
reizen
schminken
(eine Frage) stellen
(sich) überlegen
verzweifeln
vormachen (+dative) - to put something over on o. s.
zögern
zuklappen - to flap shut
zunicken (+ dative) - to nod to

VERBS FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXVII

abwinken
ächzen
anstrengen
aufleuchten
bedauern
beenden (transitive)
beschämen - to disconcert (used as present participle, beschämend)
(einen an etwas) erinnern
eröffnen
(sich) fassen - to grab (e. g., the lapel of another person)
fortsetzen
gucken (+ auf + accusative)
(es eilig) haben
(recht) haben
(sich) herausstellen - to become evident
kegeln
klopfen - to beat, strike, pound (as on a table)
kreischen - to shout
(Karte) lösen
mitspielen - to act (or play) along
(die Stirn) runzeln
schmecken (+ nach + dative) - to taste (like)
stimmen - to be correct
wählen
(sich) weigern
(sich) wundern

Unit XXVIII

abtupfen - to touch lightly
aneinanderscheuern - to rub together
aufwachen
ausmachen - to turn out (a light)
ausrechnen - (used as past participle, ausgerechnet, calculated)
begnadigen (+ accusative) - to pardon
(sich) beugen (+ über + accusative)
(sich) erkälten
folgen (+ dative) to follow (transitive)
gähnen
hassen
kacheln
klappern
malen - to paint (artistically); here used as the adjectival past participle, blaugemalt
platschen - to patter (like bare feet)
schnippen - to brush off (e. g., crumbs)
tappen - to grope, walk clumsily (also entlangtappen in Unit XXVIII)

VERBS

FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXVIII (continued)

treffen - to hit/strike (as in an air raid)
überzeugen
verheiraten
verwunden
vorschieben - to stick out, cause to protrude
wegsetzen

Unit XXIX

anhören
anordnen - to order, command
ärgern
ausrechnen
austanzen - to finish dancing; to dance enough to want to quit
bellen
berichten
besorgen
bestellen - to order (in a restaurant); to tend (a garden)
einsperren - to lock up; to pen up (e.g., a pet)
empören
erwischen - to capture
flicken
hauen - to clout
herumtoben - to romp around
hinstellen - to take up a position
kläffen (as present participle, kläffend, yelping)
kratzen
locken
packen
pressen
raden
reinholen
scharren - to scratch (as a dog on a door)
schnaufen
schluchzen
stopfen - to darn (a sewing repair)
stören
toben - to race/rage about (like an animal)
übereilen - to hurry unduly
verachten
verarmen - to impoverish (transitive)
verklagen
verschüchtern - to scare away
verzehren
wegjagen - to chase away
winseln
zögern

VERBS

FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXX

anschauen
(sich) anstellen - to queue up, take one's place in line
atmen
aufatmen - to take a deep breath
aufklappen
aufplumpsen - to land with a thud
blinzeln
bluten
(sich) bücken
einweichen - to soften (as by soaking)
erwünschen (in form of past participle, *erwünscht*, desired)
frieren
glänzen
herumdrehen
hineinspucken
hinken
hinschauen
hinunterwürgen - to swallow with difficulty
hocken - to squat
hungern
jagen
knirschen
(sich) kümmern (+ *um*+accusative) - to be concerned (about)
(sich) kuscheln - to cuddle
'raufschauen
reuen
'runterkollern - to roll down (and out)
(sich) schämen
schlachten
streicheln
umschauen
verhaften
verheimlichen
verscheuchen - to scare away
verschlucken
verschütten - to pour out (with no hope of retrieving the liquid)
zucken
zusammensuchen - to hunt and gather together, to collect

Unit XXXI

abstellen - to turn off (*e. g.*, water)
abtrocknen - to dry (*e. g*, one's face)
anhängen
anstecken - to light (*e. g.*, a cigarette)
aufkleben - to fasten on (*e. g.*, a stamp on an envelope)

VERBS

FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXI -(continued)

ausdrücken - to press out, squash out (*e. g.*, a cigarette)
bereuen
beliefern
besprechen
brummen - to hum
einsammeln
erschöpfen
flüchten
(sich) fühlen - to feel (within oneself)
(einem) gelingen (used impersonally: *Es gelingt mir. u. s. w.*)
gemahnen (+*an*+accusative) - to remind someone of)
herumblicken
herumkramen - to rummage (as through papers or trash)
hinlegen - to put aside
(etwas vor sich) hinsummen - to hum (something to o. s.)
horchen
(sich) kämmen
mahlen
rasieren
(sich) röten
ruhen
schimpfen (+*mit*+dative) - to scold
segnen
senken - to lower (transitive)
spüren - to sense
stammen (+ *aus* + dative) - to come from
tippen
trösten
umranden - to border (occurs as *rotumrandet*)
umrühren - to stir (as a liquid)
vergewissern
veröffentlichen - to publish
versetzen - to transfer
(Schmerz) verspüren
vordrucken - to print (in advance)
würgen (impersonally used: *Es würgt mir*...)
zurechtrücken - to move into place

Unit XXXII

abbilden - to depict
absperren
anlächeln
anlegen - to dock (*e. g.*, a boat)
aufschrecken - (intransitive) to jump with terror
auspacken

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXII - (continued)

beugen (intransitive)
blitzen
boxen
braunbrennen - to sunburn ("mixed," prefixed)
brüllen
donnern
drangewöhnen - to get used (to it)
drehen
dressieren - to train (e. g., an animal)
(sich) einbilden - to be conceited
eingravieren
(sich) einhaken (bei) - to link arms with someone
einhämmern - to hammer in, to try hard to memorize
erhellen - to brighten, become bright
erschrecken - to startle (transitive)
erwünschen
fassen
filtern - to filter (as sunshine)
flattern - to flap
gehorchen (+ auf + accusative)
(sich) handeln (+ um + accusative)
hausen - to stay (in a lodging)
herumbummeln
hinabrutschen
hineinleiten - to discharge into (as a sewage into a stream)
hineinpacken
hinlegen - to lay down (e. g., a tablecloth)
hinunterschauen
(sich) hochklappen - to put on (as a cap, on one's head)
hochklettern
holen
kitzeln
knüpfen
knurren
komplizieren
kräuseln -to curl (e. g., one's hair)
lauern - to await with impatience
(sich) lohnen (impersonally used: Es lohnt sich.)
(sich) neigen
packen - to grab
(sich) packen
patscheln - to splash (gently)
plagen

(sich) regen
rühren - to move, touch (literally or figuratively)

VERBS FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXII - (continued)
rutschen
schaukeln
schildern
schnappen
(sich) schütteln - to shake self (like a dog)
schwärmen
schwenken - to wave (as with a hat)
schwappen - to splash (as waves)
senken
seufzen
sprühen - (intransitive) to spray, fly (like water drops)
spüren
streifen (occurs as past participle, gestreift, striped)
triumphieren
umarmen
umkehren (occurs as past participle, umgekehrt, in contrast)
verarmen - to become poor
vergilben - to turn yellow
verheimlichen
verschämen
verschlucken - to swallow (often, in the wrong way, causing choking)
verwirren
vorbeischnaufen - to sniff, on the way past (as a dog might do)
(sich) wehren
wenden - to turn (traditionally, a "weak ablaut" verb, but in XXXII, used with the more modern weak past tense, wendete)
(sich) zanken
zureden
zustürzen - to pounce on

Unit XXXIII
abschaffen - to abolish
abzählen
abzeichnen - to draw from a model
angehören (+ dative) - to belong to
(in Linie) aufstellen - to set up, line up
ausstopfen - to (dry) stuff (e. g., a dead animal)
austeilen - to give out (e. g., notebooks in class)
auswandern - to emigrate
befördern
befreien
(sich) besorgen - to supply o. s.

VERBS FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXIII - (continued)

bestrafen
beurteilen
blühen
dauern (used as present participle, dauernd, lasting)
drohen
(sich) drücken - to press, squeeze; to extricate o. s. with difficulty
einen - to unify
(sich) einleuchten - to be clear to o. s.
(sich) einverstanden erklären - to be in agreement (a strong statement)
erben
erobern
erwachen
hallen
herabsetzen - to lower (e.g., the price)
herjohlen
herrschen
(vor einem) hinstellen - to set up (before s. o.) as a model
knacken - to crack (e.g., a safe)
(sich) kratzen
marschieren (also weitermarschieren in Unit XXXIII)
melden
picken - to lift, to pick up
reichen
rollen
schielen - to peek
schmerzen
schweben - to be (usually in an impermanent way); to hover
sorgen - to take care (of)
stecken
(stramm) stehen - to stand at attention
verprügeln - to beat up (bodily)
verschleppen - to drag off (as prisoner)
wüten
zeichnen
zujubeln - to cheer (for s. o.; used transitively)
zusammensetzen - to assemble

VERBS FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXIV

(sich) abhören - to quiz each other on something (e.g., a school subject)
ahnen
angucken
anregen
aufstauben - to raise (like dust)
(sich) ausruhen
beben
behaupten
(etwas) besorgen - to get or furnish (something)
(sich) bewegen
bibbern
bremsen
durcheinanderschwirren - to buzz (e.g., as conversation)
eigen (dative) - to be suited/ suitable (for); used as past participle, geeignet, suitable)
einhängen - to hang up (telephone instrument)
einholen - to catch up (with - e.g., a vehicle)
eintrocknen - to subside, dry up
erbauen - to construct (something new)
(sich) erheben - to stand up from a sitting position
erreichen
feststellen
fauchen - to hiss, to say with unpleasant emphasis
glitzern
gönnen - to allow; not be begrudge
grinsen
gurgeln
herunterschalten - to shift to a lower gear (e.g., of a car)
hinabpoltern - to come down noisily
hupen - to honk (e.g., an auto horn)
kehren - to execute an "about face" (a marching direction)
knarren - to creak (like wood)
kreuzen - to cross (transitive)
lehnen - to lean (transitive)
(kehrt) machen - to turn back
nachmachen - to imitate
niesen
(sich) räuspern
schimmern
schmeicheln
schmücken
schnappen (+ nach + dative) to gasp (for)
schnuppern - to sniff (like a puppy)

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXIV - (continued)

telefonieren
übernachten
umbauen - to remodel (stress on first syllable)
umdrehen
trotten
veranstalten
vergrössern
verrenken
verschneien
verursachen
verwundern
vorverlegen - to move up to date (for); to set at an earlier date than planned
wedeln - to fan (as with the hand)

Unit XXXV

abkürzen
alarmieren
anregen - to stimulate
aufatmen - to breathe a sign of relief
aufschlitzen - to rip/tear open
ausbilden
ausstatten
aussuchen - to select
auswählen
auswandern - to wander (out of focus in a telescopic field)
bedingen - to restrict (used as negated participle, unbedingt, unconditionally, absolutely)
bedanken (+ bei +dative)
bedrängen
(sich) befassen (+ mit + dative) - to concern o. s. with
befreien
(sich) befreunden (+ mit +dative) - to make friends (with); occurs as past participle, befreundet, friendly)
(sich) beklagen
beliefern
berechtigen - to entitle
(sich) beteiligen
betonen
betrachten
betreuen - to take care of
bevölkern
behandeln - to treat (as in a hospital)
(sich) drängen - to throng, to come in large numbers
drehen
einbauen

VERBS FORMS

A-LM German Level III

WEAK VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXV - (continued)

einsammeln
einteilen - to divide, distribute
einweihen
engagieren - to hire
(sich) entfernen
erarbeiten - to acquire (through work)
(sich) erkundigen
erlauben
erläutern - to explain
erleben
erlernen
ernähren
eröffnen
ersetzen - to substitute, to replace (with)
erwähnen
faulenzen
feiern
filmen
funktionieren
garantieren
(sich) herausstellen - to appear
herumreichen - to circulate, distribute
hinauslehnen
hinüberlegen
informieren
kombinieren
komplizieren
konstruieren
konzentrieren
(sich) leisten
leiten - to direct
leuchten - to shine (intransitive)
nähern
prüfen - to test, prove (used as a past participle, geprüft, experienced)
rechnen - to figure (on), estimate
retten - to save (e.g., from drowning)
säubern
schätzen - to appreciate, treasure
schildern
(sich) sonnen - to sunbathe
stürzen - to plunge (intransitive)
üben
vereisen - to freeze over (e.g., a river)
verglasen - to enclose with glass (panes)
vergnügen - to amuse
verkehren - to go (used of a vehicle); to travel, make a trip
vertrauen (used as past participle, vertraut, familiar)
vervollständigen
verwunden
wählen - to choose

- B. Strong verbs
  - 1. Tenses
    - a. Indicative (all persons)
      - 1.) Review of items covered in Levels I and II
      - 2.) Addition of future perfect for mastery by the end of Level III
    - b. Subjunctive (all persons)
      - 1.) Review of
        - a.) Narrative past subjunctive forms of high-frequency verbs (Subjunctive I and II)
        - b.) Past perfect (pluperfect) subjunctive forms of high-frequency verbs (Subjunctive I and II)
      - 2.) Addition of
        - a.) Present subjunctive (Subjunctive I and II)
        - b.) Present perfect (conversational past) subjunctive (Subjunctive I and II)
        - c.) Future subjunctive (Subjunctive I and II)
        - d.) Future perfect subjunctive (Subjunctive I and II)
  - 2. Forms
    - a. Principal parts: stated as in Level I
    - b. Additional strong verbs of high frequency, with emphasis on
      - 1.) Prefixed forms of verbs already mastered
        Examples: nachdenken, nachlassen, nachsehen
        zugehen, zunehmen, zuziehen
      - 2.) Study of roots as clues to verb meaning
        Examples: brech- : ausbrechen, durchbrechen, unterbrechen, zerbrechen, zusammenbrechen
        spring- : aufspringen, entzweispringen, hinaufspringen, hinausspringen, zerspringen
    - c. Passive voice: all tenses, indicative and subjunctive, to be mastered by end of Level III
    - d. Imperative

- d. Imperative
    - 1.) Formal form
    - 2.) Informal form
- e. Reflexive verb forms

VERBS FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXIV

ansprechen
aufschliessen
aufspringen

(sich) befinden
bitten (+ um + accusative)
braten (in form of past participle, gebraten)
denken - to think (in Unit 20, it occurred as denken + an + accusative)
dorthinfahren
entgegengehen
fallen lassen
helfen (+ dative) - to help (someone) (in XXII, it was helfen + bei + dative.)
herausbekommen - to figure out
hereinbringen
hereinkommen
herunterfallen
herunterwerfen
hinauskommen - to come out
(sich verständlich) machen - to make oneself understood
mitkommen - to follow, et, understand (In II, it meant "come along;" in XIX, "to keep up in school.")
'raustragen
(sich) schleichen
(sich) umbinden (to tie around (o. s.)
(sich) umziehen
vorbeifahren
weggehen
(sich) wenden (+ an + accusative) - to turn (to); a "mixed" verb
zuschliessen

Unit XXV

(darauf) ankommen - to matter, to be important
begreifen
(schuldig) bleiben
dabeibleiben - to stay as it is (impersonally used: Es bleibt dabei. . . = I won't change my mind. . .)
einsehen - to realize
empfehlen
(sich) entschliessen
fortgehen
geniessen
hineinspringen
hinuntersehen - to survey a person "from head to toe"

VERBS FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXV - (continued)

hinwegfliegen
losbinden - to untie
rufen - to exclaim (perhaps loudly)
schwerfallen (+ dative) - to be hard/painful for s.o. (to do something)
sitzen (+dative) - to fit (as a garment, etc.)
stehen (+dative) - to suit, to be becoming (e.g., a garment)
streichen - to stroke
(Rechnung) tragen - to consider, to take into account
(sich) treffen - to congregate, to get together
widersprechen (+ dative) with inseparable prefix
zuwerfen - to throw (to)

Unit XXVI

(Stenogramm) aufnehmen - to take shorthand
aufreissen
besitzen
beweisen (+ dative)
(sich) bewerben (+ um + accusative)-to apply (e.g., for a job, etc.)
deuten (+ auf + accusative)
(sich) entscheiden - to decide
entstehen
(sich) erheben - to rise (e.g., from a seat)
(Antwort) geben
hereinbitten
leiden (+ an + dative) - to suffer (from an ailment)
losschreien - to cry out
schlagen - to beat (as in a game or battle)
(einem recht) sein - to be a satisfactory arrangement with s.o.
stattfinden
sterben
(Entscheidung) treffen - to make (or announce) a decision
verzeihen
zugeben - to admit, give in

Unit XXVII

austrinken (transitive) - to quaff, drink (up)
bestehen (+ aus + dative) - to consist (of)
drannehmen - to take (e.g., as a patron, in rotation)
erklingen
(auf vollen Touren) laufen - to be operating at full speed or "in high gear"

VERBS FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXVII (continued)

mitfahren (+dative)
nachdenken (a "mixed" verb, prefixed)
näherkommen
riechen (+nach +dative) - to smell (of)
schaffen - to create, build (figurative)
sein mögen - can be; may (possibly) be; to like to be
sprechen (+accusative, with no intervening preposition) - to speak to s. o.; to address s. o.
unterbrechen - to interrupt
(sich) verhalten - to keep, to remain
(vor Prusten) zerbersten - to burst (with laughter)
zusammenkommen

Unit XXVIII

angehen - to go on (as a light, etc.)
auffallen - to attract attention
betrügen (+um +accusative) - to cheat (of)
ertragen
feststehen - to be (indubitably) true
fortfahren - to continue (intransitive)
geboren - past participle of the verb gebären. (No other form of the verb occurs in A-LM I-III.)
heben
hinschieben
hochheben
klingen - to sound, resound
liegen (+an + dative) - to be the result (of)
lügen
'runtergehen
stossen - to bump
übrigbleiben
umhersehen
vertragen
wetten

Unit XXIX

abbeissen
aufbrechen - to force open
auftun
ausreissen - to break away (intransitive)
befehlen
beschreiben
einschliessen
freilassen
fressen - to eat (as animals do)
liegenlassen
messen
(schuld) sein (+ an +accusative) - to be responsible (for)

VERBS FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXIX (continued)

vorkommen - to come along, occur, fall into one's hands (after the manner of a "pack rat" accumulation!)
wachsen
weggeben
weglaufen
wegsehen
zurückbleiben
zurückdenken (a "mixed" verb, prefixed)
zusammenfahren - to jump, start (as in fright)

Unit XXX

anstehen - to queue up, stand in line
ausreissen - to escape, tear away (as from a captor)
aussaufen - to drink (up, as animals do)
brennen (a "mixed" verb)
forttragen
heimgehen
heimrennen ("mixed" verb, prefixed)
herfallen - to pounce upon
hinaufspringen
lossein - to be rid (of)
stechen
umbringen
umbringen - to kill (separable prefix; stress on the prefix); "mixed" verb
verbinden
(sich jemanden) vornehmen - to call s.o. to account
weitergehen - to continue(on one's way)

Unit XXXI

abhalten
anbeissen
anbieten
(in Schluchzen) ausbrechen
aushalten
beissen
belügen
betreffen
bieten
(ausser Fassung) bringen - to upset, cause to lose composure
einfallen (+ dative) - to occur (as a thought to a person)
(sich) einfinden - to show up, report for duty
eingiessen
erlöschen - to extinguish (e.g., a candle: transitive); to go out, grow dim (intransitive, with sein as the auxiliary)

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXI - (continued)

freilassen
halten (+für+ accusative)
herausziehen
hineinschieben
leiden
streichen - to erase, wipe (out)
unterschreiben
verschliessen - worn out; threadbare. (This is the past participle of verschleissen, a verb used nowhere else in A-LM I-III.)
(einem) vorkommen - to seem (to s. o.)
vorziehen
wachhalten - to remind (s. o. of)
zurückgehen
zuwerfen - to close (e. g., a door)

Unit XXXII

abschliessen - to conclude (as a school year)
abweisen
angeben - to brag, boast
angehen - to go on (e. g., as a light)
anlügen - to lie to (s. o.)
anscheinen - to appear, seem (occurs as present participle, anscheinend)
(jemandem einen Bären) aufbinden - to play pranks on s. o.; to "pull s. o.'s leg"
aufziehen - to come up (as a storm)
beladen
bevorstehen - to be imminent
biegen (transitive)
entgegengleiten
erraten
erwachsen
(sich auf die Nerven) fallen - to irritate
fortschreiten
glattstreichen - to smooth down (e. g., hair)
gleiten
halten - to keep, maintain (as a pet)
hinwegwerfen
hocherheben
hochschliessen - to close high, near the neck or chin
nachlaufen - to run/chase (after; figuratively and literally, as girl after boy)
reinwerfen (Note absence of apostrophe.)
schiessen
schwimmen
treiben - to drift (intransitive); to drive, shunt, force, impel. (Both transitive and intransitive uses are encountered in Unit XXXII.)

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXII - (continued)

unterscheiden (+ von +dative) to distinguish (from)
überstehen - to surmount, survive (impersonally used: Es ist überstanden. - It is over.)
wenden (one of the traditional "mixed" verbs, here used with the more modern regular past tense: wendete)
verbieten
verschliessen
versinken
zurückrufen - to call back (e. g., over one's shoulder)
zusammentragen - to bring together
zustossen - to poke (at)

Unit XXXIII

abbrennen ("mixed," prefixed)
abgeben - to submit (e. g., an essay in class)
abhalten (+ von + dative) - to refrain (from)
abnehmen - to take off (e. g., a garment)
(darauf) ankommen - to be a matter (of); to depend (on)
aufführen - to present (e. g., a play)
aufrechterhalten
auskommen
beeindrücken
begeben - to endow with talent (used as past participle, "begabt," "gifted")
(sich) begeben - to go, to "betake" o. s.
betreten
dringen - to force (its) way in (e. g., water into a basement)
durchstreichen - to delete, cross out
eintragen - to record (e. g., attendance)
einwerfen - to smash (in), break
(einen Ubergang) erzwingen - to force a passage
festbleiben
herauskommen - to be found out; to become known
herbeilaufen
herkommen
hinschreiben
mitlaufen - to go along (with the crowd)
'reingehen
(sich) stören lassen - to be disturbed
verschüchtern
verweisen - to banish
vorhaben
vorübergehen - to go away, to pass over (e. g., a pain)

VERBS FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace, New York, 1963.)

Unit XXXIII - (continued)

vorüberziehen - to go by
totschlagen
übernehmen - to take over, assume
weglassen - to leave alone; to obstain (from)
zurückbekommen - to get back (a test, marked)
zusammensinken - to collapse

UNIT XXXIV

abbrechen - to discontinue
abgehen - to go out (as mail, etc.)
aushalten
blasen
einschlafen
einschliessen
fortfahren
gelingen (+ dative) - (impersonally used: Es gelingt ihm, ...)
(sich abseits) halten - to remain aloof, stay away
(an einem) hängen bleiben - to be the concern of someone. (impersonally used: Es bleibt an mir hängen,. . I get stuck with the job. . .)
hineinziehen - to go into, move into
'raufsteigen
(in Zorn) raten - to fly into a rage
reiben
schicken lassen
streichen - to delete (e. g., as something censored)
überfahren - to run over, run down (e. g., accidentally on the road); prefix separable and stressed
umhängen - to hang/drape something around one's shoulders (prefix separable and stressed)
unternehmen
unterlassen - to abandon
vermeiden
vorbeiziehen - to go by (in a vehicle)
vorschlagen
wohltun
ziehen - to drag (e. g., in the mud)
zugeben
(lustig) zugehen - (impersonally used: Es geht hier lustig zu. - There's a lot of fun going on here.)
(sich ein Leiden) zuziehen - to contract an illness

VERBS

FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace New York, 1963.)

Unit XXXIV - (continued)

(sich ein Kopfleiden) zuziehen - to become mentally ill

Unit XXXV

angeben - to furnish
ansteigen - to ascend (to); to increase (to)
aufziehen - to raise up (e. g., a flag)
ausgeben
ausgleichen - to balance out, to equalize
beschliessen
besitzen
bestehen - to be exist
durchbrechen - to break through (literally, through a railing; prefix stressed and separable)
enthalten - to include, to count in (a cost)
entlassen - to release (as from a hospital)
entwerfen - to design
erfahren (occurs as past participle, erfahren, experienced)
ergeben - to give/show as a result
erhalten
ertrinken
fangen
geniessen
(ins Schleudern) geraten - to go into a skid (e. g., with a car)
herausgeben - to publish
hereindringen
hinauswerfen (literal)
(auf dis Kosten) kommen - to get one's money worth
(Rollschuh) laufen
nachsenden - ("mixed," prefixed) to send to someone who has left a place
reissen - to tear, pull, yank, grab
(satt) werden - to be(come) satisfied
(sich) schleichen - to approach cautiously
schleudern - to skid (e. g., with a vehicle)
sinken
stattfinden
übersehen - to supervise (stress on -seh-)
umherrennen ("mixed," prefixed)
verbergen
vergleichen
verlaufen - to go astray
verraten - to reveal, betray
verschweigen

VERBS FORMS

A-LM German Level III

STRONG VERBS ENCOUNTERED IN LEVEL III (A-LM GERMAN, LEVEL III, Harcourt, Brace New York, 1963.)

Unit XXXV - (continued)
versinken
weggleiten
wiegen
zerbrechen
zurückhalten - to reserve, to hold back, restrain

VERBS, LEVEL III — SYNTAX: GRAMMATICAL RELATIONSHIPS

I. Position of verb in the sentence

A. Continued consideration of word order (See Level II.)

B. Position of auxiliary preceding the double infinitive construction (for mastery by end of Level III)
Example: Es gab nichts, woran ich mich hätte halten können.
(Page 77, Review and Progress)

II. Uses of the forms

A. Participle as extended modifier (adverb + participle/adjective + noun): for mastery in in Level III
Example: Ein mit zehn jungen Leuten besetztes Motorboot . . .
(Page 151, Review and Progress)

B. Infinitive
1. Position of auxiliary with regard to double infinitive
2. Passive meaning in English expressed by active infinitive in German
Examples: Das lässt sich nicht mehr hören.
Das ist nicht mehr zu hören.

C. Future and future perfect to express probability
1. Future, to express probability in the present
Example: Sie wird es wohl wissen. (She probably knows it.)
2. Future perfect, to express probability in the past
Example: Wir werden uns wohl geirrt haben. (We probably made a mistake.)

D. SUBJUNCTIVE
  1. Uses of the forms
    a. Imperfect (narrative past)
    b. Past perfect (pluperfect)
    c. Present
    d. Present perfect (conversational past)
    e. Future
    f. Future perfect
  2. Meanings of the subjunctive
     (See VERBS, LEVEL II, SYNTAX, II, B., 2., B. Subjunctive.)
    a. Intensification of study of quotative subjunctive
      1.) With verbs of saying (actual or mental)
      2.) With verbs of asking (actual or mental)
    b. Use of subjunctive for giving directions, in some technical writings
      1.) Directions in the area of home economics
      2.) Directions in mathematics and the sciences
      3.) Directions for the use of commercial products
    c. Indirect command
       Examples: Glauben wir nicht an diesen Unsinn.
       Er lebe hoch!

E. Uses of voice: intensified study of the passive
  1. Use of passive without a subject
     Example: Überall wurde atemlos gearbeitet.
  2. Agent
    a. von (to indicate agency)
    b. durch (to indicate means)
  3. Mastery of man and es constructions as substitutes for the passive

F. Imperative
  1. Further practice in using the informal forms
  2. Use of subjunctive as imperative in indirect command

G. Reflexive verb forms
  1. Verbs which are always used reflexively
     Examples: sich entschliessen
     sich ergeben
     sich gewöhnen
     sich unterscheiden
     sich verbreiten
  2. Verbs which may be used reflexively
     Examples: sich einschreiben
     sich erwärmen
     sich hinlegen
     sich verlassen

H. Impersonal uses of certain verbs
  1. Continued study of weather, time and distance expressions
  2. Passive without subject (impersonal passive)
     Examples: Im Krankenhaus wurde gerade operiert.
     Überall wurde atemlos gearbeitet.
  3. Others
     es handelt sich um ....; es heisst (hiess); es gelingt (gelang); es lebe; es scheint (schien); es sei (in technical writing); es steht (stand)

I. Modal auxiliaries
  1. Idiomatic uses
     Examples: Er wollte Arzt sein.
     Er kann aber gut Deutsch.

2. Increased emphasis on the modals in the compound tenses
   a. Double infinitive
   b. Position of auxiliary (haben or werden) with relation to participle and/or infinitive
   c. Modals in the compound tenses without complementary infinitive

III. Cases governed by the verb

(For details, see VERBS, LEVEL I, SYNTAX, WEAK AND STRONG VERBS, Outline Item III. Cases governed by the verb. See also NOUNS, LEVEL I. SYNTAX. Outline Item II.)

PREPOSITIONS, LEVELS I-III FORMS AND SYNTAX

I. Word order

A. Within the prepositional phrase itself
1. Preposition + pronoun (e. g., bei uns)
2. Preposition + noun (e. g., ohne Schuhe)
3. Preposition + adjective + noun (e. g., aus alten Zeiten)
4. Preposition + ein- or der-word + noun (e. g., für die Kinder)
5. Preposition + ein- or der-word + modifier + noun (e. g., in einem kühlen Grunde)
6. Pronoun (or noun) + preposition (e. g., mir entgegen; die Strasse entlang)
7. Preposition + infinitive
   a. zu
      Examples: Was wünschen Sie zu trinken?
      Dort kann man nicht telefonieren, ohne zu bezahlen.
   b. bei (+ infinitive as a noun)
      Example: Viel Vergnügen beim Schwimmen!
   c. mit (+ infinitive as a noun)
      Example: Die Leute möchten das neue Jahr mit Lachen und Vergnügen anfangen.

B. Within the sentence
1. Position of prepositional phrase when only one occurs in the sentence
   a. At beginning of the sentence, causing inverted word order
   b. After the subject, leaving the basic word order normal
   c. After the inflected portion of the verb
2. Position of prepositional phrase when more than one adverbial element is present in the sentence: time/place formula
   a. Indefinite time expression followed by definite time expression
      Example: Ich komme heute abend um sieben zu Fuss bei Ihnen vorbei.
   b. Indefinite place expression followed by definite place expression
      Example: Sie sitzt jetzt ohne Hut im Bahnhof neben dem Fahrkartenschalter.

3. Position of prepositional phrase with verbs having a fixed combination of elements to convey a certain meaning
   Examples: bitten + um + accusative
   warten + auf + accusative
   vorbeikommen + bei + dative
   vorüberfahren + an + dative (Level III)
   in Schwierigkeit geraten (Level III)
   sich in Verbindung setzen (Level III)

II. Contractions

A. Addition of a one-letter suffix

1. -m (dem)
   - beim Schwimmen
   - hinterm Klavier
   - im Zimmer
   - unterm Fenster
   - vom Dache
   - zum Beispiel
2. -r (der)
   - zur Bibliothek
   - zur Kirche
   - zur Post
   - zur Schule
3. -s (das)
   - aufs Dach
   - durchs Fenster
   - hinters Haus (Level III)
   - ins Wasser
   - übers Land
   - ums Geld

B. da- or dar- attached to a preposition (functioning as adverb)

1. dabei
   - dadurch
   - dafür
   - dagegen
   - damit
   - danach
   - daneben
   - daran
   - darauf
   - daraus
   - darin
   - darum
   - darüber
   - darunter
   - davon
   - davor
   - dazu
   - dazwischen

2. Used adverbially, concerning things (not persons), as summaries of foregoing circumstance(s) (*cf.* English *thereafter*, *therefrom*, *thereto*, *therewith*)

C. *wo-* or *wor-* attached to a preposition (functioning as adverbs)

1. *wodurch*
   wofür
   wogegen
   womit
   wonach
   woran
   worauf
   woraus
   worin
   worüber
   worunter
   wovon
   wozu
2. Uses
   a. Used concerning things (not persons), as substitutes for preposition + relative pronoun
   Example: . . . *der Unfall*, *wodurch er*
   (cf. English whereby)
   b. Used concerning things (not persons) as substitute for preposition + interrogative pronoun
   Examples: *Worüber haben Sie denn geschrieben*?
   Wozu braucht er den Mikrofilm? (Level III)

III. Cases governed by prepositions

A. Dative

1. aus, ausser, bei, mit, * nach, seit, von, * zu
   (on Level III, also entgegen, gegenüber, nächst, nebst, samt)
   (Note: There is a tendency in modern German to replace genitive of possession, or of material and composition, with von dative)
2. After the following prepositions when they designate location (time and place)
   an, auf, hinter, in, neben, über, unter, vor, zwischen
3. entgegen, gegenüber, nach often following their objects (mastery on Level III)

B. Accusative

1. bis (usually in combinations like bis an), durch, * für, gegen, wider, ohne, um
2. After the following prepositions when they designate destination
   an, auf, hinter, in, neben, über, unter, vor, zwischen
3. entlang following its object (mastery on Level III)

C. Genitive

1. diesseits
   jenseits
   trotz
   während
   wegen
   ausserhalb
   innerhalb
   oberhalb
   unterhalb

*Usage with the passive:

mit used to express device or instrument with the passive voice (mit der Axt, mit einem Messer)

von - used to express animate agent with the passive voice (von mir; von dem Arzt)

durch - used to express non-human means (other than device or instrument) with the passive voice (durch das Testament seines Grossvaters; durch einen Unfall)

2. Mastery of the following, also, on Level III

angesichts
infolge
inmitten
mittels
statt (anstatt)
um . . . willen
zwecks

IV. Evolving concepts in the study of the German preposition

A. Dative case or accusative case: a basic dichotomy in meaning

1. Ideas concerning place-where [location] rest (actual or figurative) usually involving dative case
   Exceptions: nach (to[ward]); zu (to)
2. Ideas concerning place-to-which [destination] motion (actual or figurative) usually involving accusative case
   Exceptions: (ent) gegen (toward) + dative; widersprechen + dative

B. Prepositions as prefixes of verbs (and of related nouns and substantives)

1. aus-, bei-, mit-, nach-, zu-; durch-, (ent)gegen-, wider-, um-; an-, auf-, (e)in-, hinter-, über-, unter-, vor-
   a. Circumstances under which such prepositions are inseparable prefixes
      1.) Meaning of verb itself, literal
      2.) In spoken German, stress of inseparably prefixed verb falling on the preposition/prefix
          Examples: DURCHbrechen (break through); ÜBERfallen (fall over)
          (cf. the difference in meaning between go UNDER and UNDERgo, in English)
   b. Circumstances under which such prepositions are separable prefixes
      1.) Meaning of verb itself, figurative
      2.) In spoken German, stress falling on the verb itself
          Examples: durchBRECHEN (penetrate [in a non-literal way]);
          überFALLEN (attack, overpower, waylay)

2. Cases governed by the following prefixes: aus-, bei-, mit-, nach-, zu-; durch-, gegen-, wider-, um-
   (See VERBS, LEVEL I, SYNTAX, Outline item III: Cases governed by the verb.)

C. Procedure from basic, literal, concrete meanings of the prepositions (as well as the prefixes) to/toward abstract, non-literal meanings
Examples: . . . ein Bild an der Wand über der Tür; . . . ein Buch über den Untergang der Welt
Er sitzt vor mir . . . . Vor Taschendieben wird gewarnt!

CONJUNCTIONS, LEVELS I-III FORMS AND SYNTAX

I. Co-ordinating conjunctions

   A. Forms
      1. Single-word connectives
         und, aber, denn, oder, sondern
      2. Paired connectives (correlative conjunctions)
         weder . . . noch
         entweder. . .. oder

   B. Word order
      1. Unaffected by presence of und, aber, denn, oder, sondern
      2. With the paired connectives, normal or inverted word order optional, depending on emphasis intended

   C. Effect of the co-ordinating conjunction upon the punctuation of the sentence

II. Subordinating conjunctions
(See ADVERBS, LEVELS I-III, SYNTAX, Outline item III., Adverbs as transitional words.)
(See also PREPOSITIONS, LEVELS I-III, FORMS AND SYNTAX, Outline item II., Contractions, B. da(r) and C., wo(r).)

   A. als, da, dass, falls, ob (als ob, obgleich), seitdem, während, weil, wenn

   B. Position of subordinating conjunction
      1. Position of subordinating conjunction within the dependent clause
      2. Position of the dependent clause within the sentence

   C. Word order affected by subordinating conjunctions: inverted word order in the dependent clause(s) N. B. If dass is omitted, word order normal in a noun clause
   Examples: Ich weiss, dass er krank ist.
   Ich weiss, er ist krank.

   D. Effect of the subordinating conjunction upon the punctuation of the sentence

INTERJECTIONS, LEVELS I-III FORMS

The words in the following list are usually interjections. No attempt has been made to introduce words of other parts of speech that may be used as interjections.

Aber ich bitte dich (Sie)! Surely you can't mean that! That's a ridiculous mistake!
Ach, (or !) expressing pain, anger, regret, displeasure
Ach, nee! You don't mean it! (amazement, almost disbelief!)
Achtung! Attention! (military); Look out! (warning of immediate danger confronting the hearer)
Ach, was! Pooh! or Bah! (expressing disdain)
Au! Autsch! Ouch (expression of pain or discomfort)
Auf Wiedersehen! Goodbye.
Bauz!* (onomatopoetic imitation of something [or somebody] falling)
Behüte! (or Bewahre!) By no means! I hope that doesn't happen!
Brrr! Whoa! (to a horse); or Awful!
Bravo! Hooray! That was a fine performance!
Bums!* (onomatopoetic imitation of sound of a falling body, or of an explosion or gunshot)
Doch! or O doch! O yes! I should hope to tell you! Of course! (although the listener might not have believed it)
Du meine Güte! My goodness! Gracious! (same meaning as „Ach, du liebe Zeit!")
Gott segne dich (Sie)! God bless you! (said to a sneezer, etc.)
Gott weiss! Who knows? Why ask ME that? God knows!
Grüss Gott! Hello! (used especially in southern Germany)
Gute Nacht! Good night.
Guten Tag! Hello! (short form: 'Tag)
Ja, (or Ja!) Yes; Naja, Well, yes; Nun ja, (!) Well, yes. (or !)
Ja gewiss, (or !) Yes, indeed. (or !)
Hallo. (or !) Hello, on the telephone; or a call across a long distance between speaker and hearer
Himmel (or Gott im Himmel!) Heavens! (surprise, astonishment)
Hurra! Hurray!

* The starred items are encountered in the students' outside reading, or in classroom conversation.

INTERJECTIONS, LEVELS I-III FORMS

Husch!* Swoosh! (expression of rapidity)
Keine Ahnung. (or !) I have no idea at all. I can't imagine.
Keineswegs. (or !) By no means! Not at all.
Juchei! Hurray! Wow!
Mein Gott! (or Du lieber Gott!) Good heavens! (expression of amazement, surprise or real fright)
Morgen. (or !) shortened form of "Guten Morgen." Good morning.
Na, na(, na)! Now, now. This could be said appeasingly, or as a sharp rebuke or as a warning.)
Plums!* onomatopoetic imitation of the sound of a falling body (etc.)
Pst! Scht!* Sh! Hush!
Schön! (or Gut!) All right! (indicating assent or approval)
Tja! Yes, I suppose so; Well, . . .
Tschüss! * (really ADIEU! - a colloquial expression used in northern German for Auf Wiedersehen!") See you later!
Pfui!* Phooey! How silly! "
Wer weiss! (or Gott weiss!) Who knows? Why ask ME that?

Note punctuation used after the interjections above. In general, an exclamation mark would indicate that the interjection is spoken with stronger emotion than a comma would show.

* The starred items are encountered in the students' outside reading, or in classroom conversation.

PARTICLES, LEVELS I-III FORMS AND SYNTAX

I. Used as "emphasis-and-attitude" words (Rehder and Twaddell, *op. cit.*, pages 169-170)
also, da, denn, doch, ja, mal, nämlich, noch, schon, wohl

II. "These words are used as particles, *i. e.*, they modify and qualify entire sentences with almost imperceptible shades of meaning and feeling. This use is subjective and indicates the speaker's attitude or feeling. For example, such words may add a note of surprise or emphasis. It is, therefore, hard to give definite rules regarding their proper use, which is best learned by long practice. Still, the presence of these words constitutes one of the main differences between idiomatic German and German that is merely correct."

(Rose, Ernst. *Fliessend Deutsch*. D. C. Heath and Company, Boston, 1951. Page 249.)

III. Examples
Wann fährt denn der Zug ab?
Das kann wohl wein.
Das wäre ja schön.
(*Frage*) *Ihre Frau ist im Krankenhaus*? *Ist es denn eine ernste Sache*?
(*Antwort*) *Wir erwarten nämlich ein Baby*.

GRAPHIC DEVICES USED IN GERMAN LEVELS I-III

I. Punctuation: cases differing from English

A. The period
1. With ordinal numerals
   Examples: Den 8. Juni 1967, when written as a dateline
2. Tendency in modern German to replace exclamation point with period after imperative when strong emotion is not involved
3. Period less frequent than in English for abbreviations of weight, monetary units, etc.

B. The comma
1. Comma used as a decimal mark
   Example: 3, 1416
2. Comma omitted in large numbers
   Example: 1 000 000
3. Comma used to set off all subordinate clauses, regardless of type, as well as infinitive constructions which can be treated as dependent clauses ("modified infinitives in the zu construction," Rehder and Twaddell, op. cit., page 238.)
4. Comma used where a semicolon would occur in English
5. Comma omitted after simple adverbs and adverbial phrases

> In general, more commas are used in German than in English, but the trend is toward the use of fewer commas.

C. The semicolon

D. The exclamation point
1. Used after an imperative sentence (modern trend: toward replacement of the exclamation point by a period for this purpose)
2. Use of !? permissible to show strong feeling and perplexity simultaneously
3. Exclamation point used after salutation of a letter

E. Question mark
Use of ?! and !? permissible to show strong feeling and perplexity simultaneously

GRAPHIC DEVICES USED IN GERMAN LEVELS I-III

F. Quotation marks
   1. Position with regard to the base line of type
      a. Direct Quotation
         Example: Er sagt: Wie ist dir denn der Unfall passiert?"
      b. Quotes within quotes"
         Example: Sie fragt: ,,Hat er denn ,Achtung!' oder Vorwärts!' gerufen?"
      c. Comma after quotes
         Example: ,,Gleich, gleich", sagte Dora.
   2. Quotation marks around titles (publication titles, ship and hotel names, etc.) referred to in printed or written text (but not on signs!)

G. The dash
   1. Used in German punctuation, in reporting conversations, to indicate that the same speaker is still talking, but now to a different listener
   2. Permissible to use to separate remarks of one speaker from the next, in a dialogue (paragraphing not usually used for this purpose)

H. Hyphen
   1. Syllabication: to indicate a final element in a compound which the reader needs for the full meaning of sentence
      Example: Die Nord- und Ostseen
   2. Family names
      Examples: Madame Ernestine Schumann-Heink;
      Franz H. Schulze-Delitzsch;
      Annette Elisabeth von Droste-Hülshoff

I. Colon
   1. Used when a direct quotation follows (See above, item F, on this page.)
   2. Used to indicate that a list or explanation follows

J. Apostrophe: cases differing from English
   1. Although the apostrophe is ordinarily used to indicate contractions in German, it is not used in the common contractions of the article with the preceding preposition (e. g., ins, im, durchs, zum).
   2. Apostrophe in genitive case not used
   3. Can replace a whole word, as in the phrases 'Tag! and 'Morgen!

GRAPHIC DEVICES USED IN GERMAN LEVELS I-III

II. Capitalization: cases differing from English

A. Initial letters of all nouns, proper as well as common, and of almost all words used as nouns.

Exceptions: nouns used in certain set phrases of adverbial use (e.g., heute abend; zuhaus; zumute; weh tun).

B. Infinitives and adjectives are capitalized whenever they are used as nouns or together with a noun to express a separate idea.
Examples: der gute Alte; das schnelle Laufen; viel Neues; das Alte Museum in Berlin; die Breite Strasse in Magdeburg

C. Adjectives derived from proper names are capitalized only when they are an integral part of the idea expressed by the adjective and the following noun.
Examples: Die lutherische Kirche; die Deutsche Sprache; das Deutsche Museum in München; die die amerikanischen Zeitungen

D. Adjectives derived from names of cities end in -er, are indeclinable, and are always capitalized.
Examples: die Essener Zeitung; die Berliner Aussprache; das Münchner Museum

E. Initial letters of Sie (you, polite form), all grammatical cases

F. Initial letters of second person familiar form, singular and plural (Du and Ihr), when used in correspondence

G. ich not capitalized unless it is the first word in sentence, direct quotation, or line of poetry

H. Both elements of certain hyphenated compounds
Examples: Diesel-Motor; Klima-Anlage; Photo-Apparat; Schleswig-Holstein; Speisewagen-Gesellschaft; Trans-Europ-Express

Reference for more detailed consideration of capitalization in German: DUDEN: RECHTSCHREIBUNG DER DEUTSCHEN SPRACHE UND DER FREMEDWÖRTER.
Band I: Der Grosse Duden. Mannheim, Dudenverlag des Bibliographischen Instituts: 1961.

GRAPHIC DEVICES USED IN GERMAN LEVELS I-III

III. Spacing of letters, used for emphasis where English uses italics
Examples: Eberbach ist klein und hat nur ein Kino.
(Rehder & Twaddell, page 45.)
Frau Paul: Und wo ist das Badezimmer?
Baumeister Ziegler: Das Badezimmer?
In diesem Haus sind zwei Badezimmer ...
(Rehder & Twaddell, page 107.)

IV. Fraktur and Handschrift

A. Fraktur introduced at end of Level I for passive recognition in reading only (R & T)

B. In Levels II and III, Fraktur used, with few exceptions, only with familiar material (R & T)

C. Students should not be required to produce written work in Fraktur or Handschrift.

N. B. Fraktur and Handschrift are not used in A-LM Levels I-II. "Ess-tset" (ß) appears only in readings in the Level III text.

V. Syllabication

A. Spoken syllables in German begin with a consonant and end in a vowel. Therfore, when the word has to be separated, a single consonant at the end of a syllable goes into the next line. Compound Consonants go into the next line whenever they are pronounced as one sound.
Examples: bre-chen, ha-ben, hei-ssen, hö-ren, kla-tschen, Pa-stor

B. When several consonants meet and are not pronounced as one sound, they are separated according to spoken syllables.
Examples: ge-gan-gen, ge-horch-ten, Kin-der-gar-ten, Kup-fer, Mäd-chen, pack-te, Sil-ber, sin-gen, Sprung-brett, Wes-pe, Wur-zel, Zen-tral-bahn-hof, zu-recht-fin-den

GRAPHIC DEVICES USED IN GERMAN LEVELS I-III

C. Double consonants at the end of syllables are usually separated. A ck is separated into two k's, when such a divided word comes at the end of the printed or written line.
Examples: bit-ten, es-sen, las-sen, ren-nen, bak-
ken
schik-
ken

D. When h occurs at the end of a syllable, it is placed on the first line, since h is commonly interpreted as a sign of length of the vowel of a syllable.
Examples: geh-en, seh-en, steh-en

E. Compound words the separate parts of which can be used as independent words are separated according to etymological principles, as in English. Ordinary German syllabication, of course, is based on phonetics, rather than on etymology.
Examples: Die-sel-brenn-stoff, Flug-zeug-rumpf, Le-bens-län-ge, Si-cher-heits-ge-sell-schaft, ver-ant-wort-lich

(The principles enunciated here are adapted from Rose, Ernst. Flieszend Deutsch. D. C. Heath and Company, Boston, 1951. Pages 263-264.)

TESTS - LEVELS I - III

Frequent tests are necessary in a skill subject such as a foreign language. Foreign language tests should not be designed to "trap" the student, but to determine what has been retained of that which has been taught. Oral testing should be given equal status with written tests.

In addition to dictation tests and spelling tests, there should be unit tests, some covering one lesson, others covering several. Since learning a foreign language is a cumulative process, taught by constant re-entry of material, a test on a particular lesson should sometimes include important material from previous lessons, provided that the students have been informed in advance that such will be the case.

CAUTION: Short weekly tests are more desirable than lengthy examinations covering the work of several weeks. The weekly tests should not be so long as to take up the entire class period. The practice of having frequent tests which take up the entire class period is questionable. This situation should prevail only for midterm or final examinations.

In keeping with the reinforcement principle, all tests should be gone over immediately after the papers have been handed in so that pupils do not leave the class without knowing which items they have answered correctly.

Both tests which evaluate the skills separately and those which involve a fusion of skills should be employed. A list of suggested types follows.

1. Oral testing of parts of a dialogue
2. Oral testing of structures
3. Listening comprehension tests
4. Written tests of various types, such as dictation, traditional spelling tests, reading comprehension tests, short tests of guided composition increasing in complexity with each advancing level.
5. Vocabulary tests

   N. B. The traditional vocabulary test in which the English word is given while the pupils write the foreign word should be avoided. The following procedures are recommended in lieu of the above practice:

   a. The teacher gives a dictation on familiar material, or he may distribute a ditto copy of a familiar passage. He may also write such a paragraph on the board. The teacher then gives simple definitions, synonyms, antonyms of certain pre-selected words. The pupils are required to underline the word or phrase which the teacher has described. Only the underlined words would be evaluated, although pupils should correct any other errors they have made.

   b. The teacher dictates a sentence at a time omitting each case a key word or expression. The pupils write the word or words, guided by specific clues which the teacher furnishes.

   c. The translation from English into the foreign language of short, meaningful utterances is not considered out of order, provided that the teacher accepts only authentic equivalences as correct. This type of test can be administered orally or in written form.

Please refer to Techniques for Teaching Modern Foreign Languages, pages 65; 73-101.

Tests Accompanying the A-LM Units

A-LM Level I

The testing program in the A-LM Level One course consists of four tape recordings of listening comprehension tests, reading comprehension tests, and writing tests. All tests are included in the teacher's manual, with answers. The tapes have been purchased for each school. A set of 40 student test booklets will also be sent to each school using A-LM. PLEASE NOTE CAREFULLY: Students are not to write in the test booklets. These are to be used by pupils in all Level I A-LM classes and are to be kept for succeeding years. Pupils should place their replies on a separate sheet of paper in the order in which the questions appear in the booklet.

Units II, IV, and VI have listening comprehension tests only.

Units VII, VIII, and IX also contain reading comprehension tests.

Units X through XIV also contain writing tests.

This testing program must be supplemented by a wide variety of teacher-made tests, oral and written.

A-LM Level II

The format of the A-LM Level II tests (four reels) is similar to that of Level I. Each test consists of three main sections: Listening Comprehension, Reading, and Writing. Each of the sections reflects an increase in complexity paralleling the growing complexity of material in the units.

Each school using A-LM Level II will be supplied with a set of test booklets and tape recordings to be used by all Level II classes.

A-LM Level III

Tests accompanying Level III (three reels) stress Listening Comprehension, Reading Comprehension, and Writing as expression.

It is expected that the A-LM tests will be employed in all schools using these materials, and that they will be supplemented by a wide variety of teacher-made tests.

Standardized Test To Be Used in Level III

Regardless of the text used in the German program, each school is expected to administer the following standardized listening comprehension test in Level III:

MLA COOPERATIVE GERMAN LISTENING COMPREHENSION TEST,
LEVEL M, FORM B.

This test should be given in May, during a week designated by the central office. Scores are to be sent to the central office as directed in an annual memorandum.

Form A of this test has been provided for practice prior to the administration of Form B. Tape recordings of both Form A and Form B should be in each senior high school.

Test booklets for Form B are furnished by the central office in sufficient quantity to cover the largest Level III class in the department.

STUDENTS ARE NOT TO WRITE IN THE TEST BOOKLETS SINCE THEY ARE TO BE USED EACH YEAR.

These booklets contain four tests, one for each language skill. The official county test involves only the listening comprehension section.

Teachers may wish to use the reading and writing sections of this test for their own purposes, some time after the listening comprehension test has been given.

Test booklets for Form A are not furnished in quantity by the central office. One booklet has been supplied. The school may purchase copies through its local budget, or teachers may ditto the listening comprehension section.

Use of Test Scores

Most educational systems have some type of evaluation in connection with the programs taught. Generally this evaluation consists of teacher grades and teacher-made examinations. For the skill subjects, in which there is more or less national agreement on the fundamentals to be taught, some standardized instruments should be employed to ascertain the students' relative standing in the national picture.

SCORES ON EITHER FORM A OR B SHOULD NOT BE USED AS A BASIS FOR STUDENT GRADES.

CULTURAL BACKGROUNDS OF THE GERMAN-SPEAKING PEOPLE

No area of human education is better able to point the way to better international understanding through cultural learning than the area in which you, as a foreign language teacher, are daily active.

Levels I - III

Source:

Brooks, Nelson. Teacher's Notebook in Modern Foreign Languages. Spring 1966. "Culture and Language Instruction." Publisher: Harcourt, Brace and World. School Department. New York, New York, 10017.

Cultural Background of the German-Speaking Peoples

The Teacher's Manual, A-LM Level III, page 3, mentions that

> "A-LM Level Three includes three kinds of material which are commonly referred to as cultural. One of these has reference to the finest achievements of a people in fields such as art, music, literature. Another, sometimes called 'civilization,' includes such things as history and geography. The third relates to the anthropological concept of culture, which is concerned with the patterns of belief and behavior of a speech community. The language itself is the most important feature of this kind of culture."

It is significant to note that the philosophy behind A-LM was, of course, deeply influenced by the trend toward the audio-lingual approach, spearheaded by Dr. Nelson Brooks, whose monumental work, Language and Language Learning, was originally published in 1960 by Harcourt, Brace and World, the publishers of A-LM.

Dr. Brooks in his article "Culture and Language Instruction" reminds teachers that "the foreign language itself is both a vehicle of the foreign culture and a most authentic example of it." Dr. Brooks delineates "Formal Culture" and "Deep Culture," in both of which areas language is important.

Some of the subjects which form the pattern of "Formal Culture" of the German-speaking peoples are these:

1. literary and musical landmarks
   (e.g., the Goethehaus in Frankfurt am Main; Beethovenhaus in Bonn; Wartburg Castle, scene of Luther's translation of the Bible)

2. musical performances
   (Bach Festival; Mozart and Beethoven Festivals; Passion Play at Oberammergau)

3. exhibitions (art, technology, animals)
   (Gutenberg exhibits; Dresden art galleries; Pinakothek in München; Hamburger Tiergarten)

4. aircraft (historical and present picture)
   (gliders, dirigibles, airplanes, jets, missiles)

5. holidays and parades
   (Weihnachten; Fasching: Oktoberfest; church year and the academic calendar)

6. national shrines and monuments
   (monument commemorating Berlin Airlift; Gedächtniskirche; Brandenburg Gate; Cathedral of Köln; Berlin Wall)

7. churches and worship
   (Catholicism in Bavaria; Frauenkirche in München; Cathedral at Aachen; cloisters and monasteries, e.g., Fulda, Erfurt; buildings connected with history of the Reformation, e.g., Wittenberg)

8. schools and charities
   (Kindergarten, Volksschule, Mittelschule, Realschule, Gymnasium, Oberschule, Aufbauschule;
   Universities: e.g., Bonn, Heidelberg, München;
   many orphanages, e.g., Dortmund)

9. business, industry, finance
   (Hanseatic League; Lufthansa; Krupp; Ruhr Valley; HAPAG; Volkswagen (Wolfsburg); Common Market; tourist trade; spas and resorts)

10. military life
    (Baron von Steuben; World Wars I and II; submarine fleet; Luftwaffe; Rommel, Kesselring, Raeder, Dönitz, etc.)

11. organized politics
    (Parties: Christian Democrats (CDU); Socialist Party of Germany (SPD); Social Unity Party (SED); Liberal Democratic Party (LDP); Free Democratic Pary (FDP)

East and West Germany;
the Nazis and Hitler;
Adenauer, Brandt, Erhardt, Ulbrecht)

12. diplomatic and civil service
(Bismarck; Frederick the Great; Prince Metternich)

13. medical advances
(Koch, Schweitzer, Freud, Jung)

14. "Dichter und Denker" - writers and philosophers
(Goethe, Schiller, Herder, Keller, Lessing, Hauptmann, von Rilke, Mann; Schopenhauer, Nietzsche, Hegel, Kant, Marx, Schweitzer, Brecht)

15. scientific advances other than medicine
(Diesel, Gauss, von Braun, Einstein, Roentgen)

16. important sports
(soccer, skiing, gliding, sky diving, boating kayaks, sails, etc. , motorcycling, biking)

17. musical compostion and performance
(Wagner, Bach, Mozart, Hindemith, Mahler, Beethoven)

18. fine arts
(Dürer, Feininger, Kandinsky, Klee, Kokoschka, Marc, Kollwitz, Cranach, Holbein, Grünewald)

Inescapable in the student's introduction to the German "Deep Culture" would be everyday classroom experience, which will include some examples of

1. greetings and leave-takings (Guten Tag!. . . Auf Wiedersehen!)
2. expressions of politeness (Bitte . . . Nicht zu danken!)
3. interjections and suitable expletives (Hallo! . . . Du mein Güte!)
4. personal names and nicknames
(Mütterchen, Schwesterlein, Hans, Spassvogel, Liebchen)
5. courteous or intimate address (Sie, du; Sehr geehrter Herr; Ihr ergebener Ludwig; gnädiges Fräulein)
6. the use of numbers

Among the materials and methods for conveying cultural learnings would be dialogues and pattern practice - the woof and warp of the A-LM; pictures of various kinds; songs and instrumental music; graphic devices used by German speaking peoples (printing, punctuation, handwriting); readings; the "no-English part of class time," probably the most authentic kind of cultural experience the student could be given.

Prince George's County subscribes to Dr. Brooks' premise that the approach to cultural learnings should encompass a (1) synthesis of the humanistic and (2) scientific points of view.

No area of human education is better able to demonstrate to the student than language instruction*

> "how culture is related to language and to each
> member of the community as well as to the sum
> of all its noblest thoughts and deeds."

The list of subjects for consideration in presenting "Formal Culture" is by no means exhaustive. In a course guide of the nature of this one,there is considerable latitude because of the varied backgrounds of our teachers of German. The names under the various topics in "Formal Culture" are merely among the ones most obvious and most likely to occur in handling the culture of German speaking peoples in German I - III.

* Page five of the essay under discussion: "Culture and Language Instruction," by Dr. Nelson Brooks.

With classes using Rehder and Twaddell, *German,* on Levels II and III a cultural reader is used (*Reporter in Deutschland*). However, because of the nature of the instructional material, especially the readings, no special cultural reader is considered necessary on Levels II and III A-LM: the cultural coverage in the text itself is adequate.

Just as important as instruction in "Formal Culture," and all-pervasive in foreign language study, is instruction in "Deep Culture," including such matters as

family ties
bravery and cowardice
friendships
milestones in personal life:
  birthdays, weddings, funerals
pride and self-respect
status
dictates of conscience
ambition, self-sacrifice, selfishness
childhood, adulthood
expressions of masculinity
expressions of femininity
choosing a wife or a husband
kindness and cruelty

humor

gestures of

  welcome or hostility
  approval or disapproval
  affection or anger
  courtesy or rudeness
  inquiry or lack of comprehension

voice intonations that mark

  command or invitation
  surprise or indignation
  pleasure or annoyance
  coaxing or annoyance
  menace or reassurance

the grammar of courteous or
  familiar address

USE OF VISUAL MATERIALS

The Use of Maps

One of the most important aids in the foreign language classroom is the wall map of the country or countries in which the language is spoken. All secondary schools are provided with wall maps of Germany with German text. It is essential that the students begin to know the geographical facts about the country.

The following practices should become general in all language classrooms.

1. The wall map should be down during most class periods even though the teacher may not refer specifically to the map during a particular lesson. Students may retain some passive knowledge of geographical characteristics of a country if the map has been part of the room environment over a period of time.

2. The teacher should never mention a place in the foreign country without indicating it on the map.

3. Concurrent with the study of the units, the teacher should include brief lessons on geography from time to time. This may be done at the end of a period of drilling, or as a quick question-answer routine before the lesson on the unit begins. Of course, this is done in German. By the end of Level II, the students should be able to locate the most important cities, rivers, mountains and have some idea of the political subdivisions of the country. They should know the most common geographical terms, such as north, south, etc. The teacher may assign as homework the preparation of map questions which students may ask one another in class.

   The teacher may trace an outline map of Germany on ditto carbon to provide sufficient copies for all classes. Students should fill in places assigned by the teacher. Please do not draw maps freehand.

The teacher may request through the supervisor a set of commercially made desk outline maps.

Occasionally, a student volunteer could be asked to locate a particular place on the map of Germany. Toward the end of Level I and later, of course, the teacher could describe in German exactly what the student is doing, as he does it.

Hans is standing up.
He is walking to the map.
He picks up the pointer.
He is pointing at Bonn.
We see Bonn. Bonn is in West Germany.
Hans is putting the pointer back in the chalk ledge.
He returns to his place.
He sits down.
Now we know where Bonn is.

What happened?
Hans stood up.
He walked to the map.
He picked up the pointer. (etc.)

(Proceed in past tense, or present perfect, if that is the tense under consideration in the particular unit the class is studying.)

The second time this device is used, the teacher could have the class simply repeat the sentences used to describe Hans' progress to and from the map.

Later, the class could say the sentences with the teacher, in chorus. Still later, individual students could give the sentences in rotation: down row one, or five, for variety.

The principle behind this device is to keep every minute of the class period filled with immersion in the target language. It could also be justified in terms of prevention of of discipline problems.

Use of the Chalkboard

Even though Dr. Pond maintains in the article in Appendix B that the overhead projector can entirely replace the chalkboard, it is doubtful that this state of affairs can be achieved at the secondary school level. It is true that chalkboard type activity by the students would be more effective with the overhead.

The reason for the inclusion in this guide of a section on the use of the chalkboard is the following: Observation of teachers who have had training in the "new" methodology has shown that such teachers seem hesitant about using the chalkboard for any purpose, particularly in Level I. Consequently, an admonition is included here.

IF THE TEACHER BECOMES AWARE, DURING ORAL PRACTICE, THAT A PARTICULAR WORD OR PHRASE IS NOT UNDERSTOOD BY THE STUDENTS, IT IS ESSENTIAL THAT THE ITEM BE WRITTEN ON THE BOARD. In many instances, this procedure immediately clarifies the utterance or expression in question.

Another principle of good classroom management is that all the pupils must be gainfully occupied at all times. Hence, when the teacher has designated certain pupils to write sentences on the board, he must engage in some type of related activity with those remaining in their seats. Having them bide time while the pupils at the board complete their task invites inattention and distractions which lead to discipline problems.

In the language laboratory, especially in Levels II and III, teacher-made drills on tape may proceed more smoothly if minimal cues are on the chalkboard, to which the teacher at the console can point at the crucial time.

Dialogue Posters, Flashcards, Realia

The teacher should use all types of realia available to aid in the teaching of new material.

The dialogue posters accompanying the A-LM Units have been purchased for all schools. These posters portray the "situation" of each dialogue. They should be used when introducing a new unit, as an aid in reviewing a unit, or as a device for oral testing (the student is asked to describe the picture). These posters may be placed in the recording booths of the language laboratory. The pupils in the booths may be asked to record their description of the poster and to play it back in order to hear themselves critically. This exercise should not be attempted until some time during the second semester of Level II.

The Holt Flashcards are in each school. They may be correlated with most texts regardless of language or level, since no printed matter appears on them. They lend themselves to vocabulary building rather than to dialogue practice. The teacher who does not have the dialogue posters should make much use of these Flashcards on Level I. The general procedure should be similar to that recommended for the dialogue posters.

Many types of objects can be used in the classroom. The teacher should also collect pictures from magazines and other sources and mount them on cardboard. A careful examination of each dialogue should suggest the kinds of pictures and/or "props" which would be most suitable.

The Flannelboard of Feltboard

Teachers who may wish to provide variety in certain types of learning situations may like to make use of the flannel - or feltboard, particularly in Level I. It is true that the usefulness of the flannelboard is limited in the senior high school. If childish pictures are used, older students may well consider the flannelboard somewhat infantile. However, in illustrating rules about word order in German, or in showing how the German tells time, the flannelboard can be helpful. The overhead projector could also be an excellent teaching machine in these connections, but at present overhead projectors are not yet available for all classrooms at all hours. (See Appendix B, Use of the Overhead Projector.)

Films

There are four excellent German films at the Materials Center of the Board of Education:

Hamburg
Allerlei aus Deutschland
Die bezaubernde Schweiz
Der Rhein.

They are intended primarily for Levels II and III. However, Hamburg can be used late in Level I if the class is properly primed for it.

The films may be requested from the Materials Center through the Audio-Visual Department in the school. In planning for the year, the teacher should bear in mind that no films can be ordered out after June 1.

The teacher should preview the film and plan follow-up activities in the manner recommended for the proper showing of films in the classroom.

The use of English films about Germany is not permissible in the German class.

Filmstrips

In late Level I, Berlitz-Pathescope Set I is recommended. As is the case with all filmstrips and films, pre-viewing and pre-planning by the teacher are necessary for the Pathescope Set I to be effective. The remaining Pathescope sets should be reserved for use in Level II and in Level III, since they involve the use of material in which the students have not been drilled. Usually, more than one day would be necessary for presenting a filmstrip, since the teacher must plan for preparing the students, the actual showing of the filmstrip, as well as the follow-up.

The use of filmstrips with English captions or English recorded commentary is not permissible. Most German filmstrips which might be considered worthwhile from the cultural and pedagogical point of view would present difficulty of vocabulary range for Level I. However, the number of available filmstrips is growing, and the field deserves periodic re-evaluation by foreign language teachers. Upon the request of the foreign language department, the librarian of a school may purchase filmstrips for use in that school if the supervisor gives prior approval to each specific purchase.

See APPENDIX C:
LIBRARY PURCHASES FOR FOREIGN
LANGUAGES

Teachers are encouraged to attempt to produce a filmstrip of their own, illustrating a given unit. Some teachers have created such a film sequence by photographing their students depicting situations of the dialogues. Slides were then made from the photographs, from which the filmstrip was produced. Such a filmstrip can be used to reinforce the unit, provide additional practice by having the students supply their own sentences as they view each frame, thus giving a new dimension to the material in the unit.

There is a filmstrip with German recording at the Materials Center, on the subject of German art. It concerns examples of of paintings by modern German artists. This filmstrips would be suitable in late Level II, or in Level III.

ANCILLARY ITEMS

Homework

Assignments should not be presented to the students on a day-to-day basis, but rather on a weekly basis, insofar as is it possible. The teacher must be so well organized that he can project at least a week in advance, and his plan must be sufficiently flexible to allow for unforeseen changes in the school schedule, or for the practice needs of the students as they manifest themselves during the week. Due dates for homework should be clear to the students. The importance of following through on each assignment must be stressed. The necessity for consistent study habits should be amply discussed.

Refer to Appendix A, "How to Study a Foreign Language."

The teacher should be guided by the following considerations:

1. Most written work should be done at home, except for that done during the guided study period.
2. Assignments should be written on the board, in a spot reserved for assignments, or dittoed, so that the student can refer to them at any time. All assignments should be clear.
3. Oral practice should be assigned as homework, particularly in connection with use of the student discs accompanying units. In the case of oral work, only material previously practiced in class should be given as homework.
4. Assignments should be of reasonable and, if possible, consistent length.

5. Grading policy should be consistent.

6. All homework, oral and written, should be checked in some way.

7. Credit cannot be given in the foreign language class for work done in English, except for English summaries of graded readers read in Level I, at which time facility in the target language is meagre.

8. Students should be cautioned against attempting to do all the assignments in one evening.

9. Desirable conditions for doing homework should be discussed during the guided study periods. (For example, attempting to do assignments to the accompaniment of the radio or TV set is rather futile.)

The following are suggested types of homework suitable for the various levels of instruction:

Level I --- first semester

(Some type of homework should be given from the very beginning of the language course.)

Type 1. In the pre-reading period, which is free of reading and writing of the material, homework could consist of assigned reading in English concerning the country or countries whose language is being studied.

THIS IS MORE IMPORTANT THAN MIGHT APPEAR ON THE SURFACE. MANY OF OUR STUDENTS HAVE A MEAGER BACKGROUND IN GEOGRAPHY.

The assigned reading should be SYSTEMATICALLY ORGANIZED BY THE TEACHER. It should consist of small daily assignments on specific aspects of that country, NOT the writing of a lengthy "Report on Germany Austria, or Switzerland," which the student has copied more or less verbatim from the encyclopedia. The teacher should give the a short bibliography of source materials for the information they are to seek. The teacher might assign reading in certain books located in the library, which give insight into the culture of that country. Articles in newspapers and magazines should be assigned. WRITTEN SUMMARIES SHOULD BE REQUIRED.

Type 2 During the pre-reading period, homework can include the copying of the foreign language material previously practiced in class.

Type 3 The discs which accompany the texts should be used for assigned oral homework. The classroom teacher should have a number of discs; others should be available in the school library.

Parents who wish to purchase such discs from the publisher should be encouraged to do so.

Type 4 Written practice of material used after pre-reading period is over, as suggested here:

a. Written practice of material that has been learned orally.
b. Copying dialogue, or conversation.
c. Filling in blanks of drills.
d. Written exercises from text.
e. Dittoed or board exercises prepared by the teacher.
f. Notebooks containing pictures on various topics, with simple sentences explaining pictures, *e. g.*, the members of the family, clothing, description of a house, etc.

Level I --- second semester

Type 1 Preparing short conversations based on learned material, to be presented before the class. (Caution: PUPILS SHOULD NOT ATTEMPT TO USE LANGUAGE STRUCTURES WHICH THEY HAVE NOT PRACTICED.)

Type 2 Assigned reading for capable students: paperback graded readers.

a. Teacher follow-up by requiring students to answer questions or complete exercises at end of selection. This assignment should be in written form.

b. OR --- Teacher may have prepared standard form on which students must answer questions or write short summaries of the selections.

Type 3 Memorization of song or poem.

Type 4 Study for a quiz, test, or examination.

Level II --- first and second semesters

1. Oral and written practice of conversations and readings in text.
2. Prepare to read orally in class part of reading selection in text.
3. Written answers to questions on conversations or reading selections in text.
4. Prepare a set of questions to ask other students in class.
5. Prepare short conversation based on learned material, to be presented in class.
6. Written grammar exercises from text.
7. Short guided compositions on given topic.
8. Dittoed exercises on specific grammar points.
9. Memorization of song or poem.
10. Assigned study of grammatical summaries in text.
11. Assigned independent reading from graded readers.
12. Assigned reading from class reader. Teacher follow-up: students answer questions in class; or written exercises at end of selection; answering questions on standard form prepared by teacher.
13. Study for a test or examination.

LEVEL III - HOMEWORK

1. Oral and written practice of conversations, or readings in text and of selections in class literary or cultural reader.

2. Oral and written practice of questions based on conversations and reading texts.

3. Written grammar exercises from text; exercises on idiomatic expressions.

4. Supplementary dittoed exercises on specific grammar points or expressions.

5. Prepare sentences or questions on particular grammar points, or with certain expressions to be read or asked in class.

6. Prepare short conversations and skits based on given situations, material from texts, television programs, etc.

7. Prepare answers to one or several questions on various topics of current interest to be discussed in class.

8. Prepare an assignment in connection with a film or filmstrip shown in class.

9. Long-range project dealing with a subject of historical or literary importance, or on some phase of contemporary life in the country where the target language is spoken.

10. Assignments in foreign language magazine or newspaper.

11. Short oral reports on reading done outside of class in connection with room library activity.

12. Short written summaries of reading done outside of class in connection with room library activity.

    IT IS REQUIRED THAT THE TEACHER ORGANIZE SOME TYPE OF SYSTEM FOR REGULARLY SCHEDULED REPORTING OR RECORD-KEEPING IN CONNECTION WITH THE SUPPLEMENTARY READING.

13. Some writing of friendly letters. (*e. g.*, pen pals)

14. Some translation of connected passages (rather than isolated sentences) into the foreign language.

15. Memorizing poems which are short, but of literary significance.

16. Regularly assigned reading in class reader. Do not consider the translation of the text into English as the aim of an assignment. Translation can be required of the students as a first step in order to clarify meaning. HE SHOULD THEN PROCEED TO PERFORM SOME TASK IN THE FOREIGN LANGUAGE. IN OTHER WORDS, HE MAY HAVE TO TRANSLATE A PASSAGE IN ORDER TO EXECUTE THE ASSIGNMENT, BUT THE TRANSLATION SHOULD NOT BE THE ASSIGNMENT.

17. Study for a quiz, test, or examination.

The Workbook for A-LM - Level I

Thirty copies of the workbook accompanying the Level I text have been sent to each teacher. The workbook can be used as a source of ideas for exercises. It is felt that the workbook is not sufficiently valuable to justify purchasing one copy per student. Teacher-made exercises in connection with each unit can be superior to those in the workbook if they are well conceived and if they are designed to meet the needs of a particular class at that particular time. The Level I Teacher's Manual is also a valuable source of ideas for supplementary exercises.

It should be reiterated that supplementary exercises of all types are definitely needed for all levels.

Work Folders of Students

The Guidance Counselors' office and various other departments in senior high school maintain files of personal folders for all students; and the foreign language teacher would find such a file of written work done by each student extremely helpful. Such a folder could contain a sample or two of each kind of written work turned in by the student during the year: e. g., dictation exercises, audio-lingual comprehension checks, unit tests, homework papers, etc.

Students should be informed about this filing system during the first week of school, so that they can fit it into their thinking. Parents can be informed of the filing system at the first PTA meeting or back-to-school night. Complaints about grades are far less likely to arise if a teacher is known to have tangible proof of the kind of work the student does, in a situation where it can be compared with the work of other students in the same level.

The student can be allowed some degree of choice as to what goes into his folder. Certain pieces of work should be required to be filed by all students (e. g., certain unit tests, graded reader reports, etc.) However, beyond the minimum, required items, the student may be invited to file anything he is especially proud of. Without this choice, the filing system might seem punitive to the average or less-than-average student.

At the end of the school year, the German Level I teacher should pass the folders of his students on to teachers who will have those students in Level II; the II teacher, to III. This practice could have its advantages in discouraging the student from using the same graded reader for a report twice. A student can also be motivated to do "inspired" work late in the year, so that the German teacher on the next level can see his good work in his folder. Motivation and re-motivation late in the school year are very important matters and deserve careful consideration.

Student Notebooks

On the first day of school, students should be told that keeping a looseleaf notebook is a requirement. The German "notebook" could be a section in a very large notebook, if the student carries only one. As it becomes too full, some of the material could be left at home. The notebook requirement can be given "status" by reminding the class that high school students who do not develop good notebook-keeping habits do not grow up to be college graduates. In the first week of school, give the students a dittoed list of basic requirements for the course, and the relative weight which various kinds of work will have: the notebook could be worth about 5%. That would mean that a student could not earn an A unless he has kept a satisfactory notebook. The percentage is a realistic one: an A student is one who keeps notes conscientiously. On the same dittoed sheet, give the students a list of the minimum parts of the notebook, to be represented on a tab system arranged along the right hand side of the page: e. g., (1) grammar exercises and class notes; (2) dittoed sheets on grammar (etc.) supplied by the teacher; (3) homework; (4) marked, returned work; (5) personal vocabulary; (6) cultural background. The student should divide his notebook material into no fewer than six, no more than ten sections. Actually show the students how to create a satisfactory visible tab system for rapid location of the notebook sections.

It is suggested that notebooks should be checked at the end of each marking period by the teacher in some way that would take the notebook away from each student not more than one night, and not at a time when the student would need the notebook to study for a test or examination. Tell the students about this collection at the beginning of the year and, again, a week before it is to occur. The grade could be a very general one -the German word used in grading pupils in Germany: genügend, ungenügend, etc., with a personalized comment or two written on the first page of the notebook.

Grading

During the first week of school, on all levels, the grading system of the school should be explained to the students. Explain the grading system of the school and the foreign language department of the school also to parents at the first PTA night, back-to-school night, and subsequent meetings. Explain to students and parents the personal folder filing system maintained by each foreign language teacher. In the folders the parents may see samples of the various kinds of written work which their son/daughter has done. This would serve to back up the grade the student receives, in the event that the student has failed to show his parent samples of his work as the school year progresses. This file is helpful at all levels.

All students should be made aware of the fact that their performance in each of the four skills is continually evaluated. The report card grade represents a composite of both audio-lingual and reading-writing performance. The teacher's record book should contain grades based on a systematic program of listening comprehension and speaking tests as well as tests of reading comprehension and writing. It should also reflect the student's classroom performance and the quality of his homework.

Students should understand that the report card grade of A must be reserved for outstanding performance in all four skills. It should also be clear that a final grade of C or higher is desirable for continuation in the next level of German.

Teachers are admonished to grade realistically from the beginning of the course. Performance in all four skills should be part of the grade from the first grading period.

Discipline

A consistent approach to discipline is basic to successful classroom teaching. The most difficult situations occur during oral work and in the language laboratory. From the beginning, the following regulations should be observed during oral work: Nothing shall remain on the desk except the material which the teacher has designated, if any. The undivided attention of each student should be demanded by the teacher. The activity should be worthy of the students' attention, of course. The teacher must devise a variety of oral exercises none of which should be prolonged to the point when the students have lost interest. In a "live" situation, it is important for the teacher to move about the room.

Firmness and consistency are of paramount importance in establishing and maintaining good discipline, coupled with a manifested empathy toward the students. At one end of the spectrum, a highly formal, impersonal approach will probably not be successful in establishing the best learning situation in the senior high school classroom; however, too great a degree of informality and undignified friendliness on the part of the teacher can also create problems and impede the learning process. The teacher should understand and be sympathetic to the special problems and characteristics of adolescents. The excessively subject-centered teacher may detect in his pupils a growing antipathy toward himself and a dislike for the subject.

Many "discipline problems" disappear when the teacher knows how to change the pace and the activity very frequently. Four or five different kinds of activity within a fifty minute period would not be too many, on Level I.

If the teacher has planned work which would require certain students to engage in an activity different from the main body of the class (e.g., write sentences on the board), he should provide a related type of work for those at their seats, to prevent the boredom which could lead to a discipline problem. Under THE USE OF MAPS, in this guide, suggestions are made with regard to avoidance of awkward silences during the class period. Much of the fabric of good discipline lies in the area of forethought.

For language laboratory sessions, please follow suggestions given in the section of the guide dealing with this topic.

For each activity which occurs as part of the instructional program, e.g., dictation, writing of sentences on the board, use of the overhead, oral work, lab., etc., the teacher should have developed with the students a standard operating procedure based on the suggestions given throughout this guide.

The first few minutes of a class period are crucial in establishing an atmosphere of order. The teacher should immediately begin class using the foreign language. A cardinal rule of teaching is that the teacher never attempts to speak above other voices or general noise. A meaningful pause usually calls attention to the offenders and serves to remind pupils of this principle.

Newspapers and Magazines

School librarians have been asked to order the following periodicals which students may peruse or read in the library:

Bunte Illustrierte
Das Rad
Der Roller
} for class use also

Language teachers in each school should consult with the librarian to see that these publications are available to the students. Students of a modern language need to be aware of the contemporary life of the country whose language they are learning.

Since Das Rad is geared to beginners, it is expected that the students will be able to read this publication successfully as they progress in the course. Both Das Rad (for Levels I and early II) and Der Roller (for Levels II and III) are highly pictorial, as is also Bunte Illustrierte, and for this reason these publications are considered of value as a reflection of the contemporary scene in Germany. See footnote on page 290.

Because of time limitations, the use of a newspaper with the entire class is not advocated. The library will have only one issue per month of Rad and Roller. Another copy for the teacher will be ordered by the central office. The teacher may use one issue as a source of ideas for enrichment, and have the second issue circulate among the more capable students.

These publications should not be discarded at the end of the school year. They can be properly stored for use the following year as extra materials by Level I and II students.

If the teacher feels that some of his classes are able to spend a day or two during the month in reading Das Rad or Der Roller,* he may have students subscribe, provided this financial transaction has been approved by the principal. In this case, no student should be deprived of the newspaper because he cannot afford it. Subscriptions are $.75 per year, for nine issues.

The student newspaper Unsere Zeitung will be ordered for each teacher, to be used as the teacher sees fit. It could be borrowed by more capable students as a classroom library item.

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* The publishers of Der Roller and Das Rad have announced a new publication, Schus~~s~~, intended primarily for level II. The publishers recommend: Das Rad - Level I; Schuss - Level II; Der Roller - Level III-IV.

Books in English about Germany and German-Speaking People

The list of publications in English dealing with Germany and German-speaking people, both fiction and non-fiction, increases each year. The librarians of the senior high schools appreciate the help of the German teachers in adding to the school library collection books on this subject, suited to the senior high school age level. It is hoped that the German teachers and librarians will continue to collaborate in providing up-to-date and interesting books of this type.

Students should be encouraged to read such books in order to further their cultural insights. In addition to books about Germany, these collections should include publications about Austria, Switzerland and other areas of the world where German is spoken.

The bibliography in this portion of the guide was prepared by Mrs. Rhoda Moore, teacher of German at DuVal High School. The books were selected for interest level, timelinesss, suitability for student reading, cultural authenticity, and objectivity in viewing the German scene. At the end of the school year, teachers might prepare an abbreviated list of these books which students may obtain from their local public library for summer reading.

Music

Singing and memorizing songs in the foreign language is a highly desirable though secondary activity.

Authorities agree that the learning of songs in the foreign language helps to inculcate speech patterns. A selection which is new to the pupils should be taught with the same general procedure used in presenting a dialogue. The time involved should be shorter, however; students should eventually be given copies of the song to keep in their notebooks.

Please utilize the German Song Tapes and Discs which are in the schools. Teachers may also use thier own discs provided they are judged to be suitable.

Most foreign language songs which are taught to students should be those indigenous to the culture. On the other hand, many teachers believe that it is not necessarily harmful to teach songs which have been translated from other languages, provided that the translation is the version in vogue in the country in question. In this case it is assumed that the translation has been rendered by songwriters of that country and that the patterns of expression are authentic.

Translation of American songs into German by the pupils should be avoided. Culturally authentic instrumental recordings should also be used at appropriate times.

Several German songs have been included at the end of this guide. They can be used in class or club.

The Function of the Foreign Language Club

The foreign language club gives the student the opportunity to participate in various worthwhile and pleasurable activities involving the target language, for which there may not be sufficient time in the regular classroom, since it is devoted to mastery of the basic skills. In the club, the student can broaden and deepen his understanding of the people whose language he is studying: their music, songs, works of art, foods, customs, folk dances, and the like. Outside speakers on topics of interest can be invited. These may be German-speaking residents of the immediate or metropolitan area. They may be exchange students from countries where the target language is spoken.

Some schools have very active foreign language clubs which arrange programs of various kinds to which parents and the public are invited. From the point of view of the students, such programs, as well as other club activities, give them the opportunity to use their acquired skills in the foreign language in a meaningful, purposeful setting.

SUGGESTIONS FOR ORGANIZING A GERMAN CLUB:

Based on Recommendations of Mrs. Vanda Giedrys

Prime Requisite: genuine enthusiasm of the sponsor

Purpose: deepening of cultural understandings

Requirements for a successful year of a German Club:

1. Physical facilities
   Members of the club must have a thorough understanding of the necessary channels to follow for proper assignment of suitable physical facilities.

2. A long-range planning program covering the entire year, with some policies projecting over even more than one year

3. A consitution to provide continuity from year to year

4. Establishment of dues

5. Membership: German students

6. Parliamentary procedure: proper elections and business meetings

7. Preservation by the club historian of a scrapbook of mementos, pictures, programs, meeting notes (a continuing project from year to year)

8. Office of president attainable only by a senior in the school; office of vice president attainable only by a junior

9. Establishment of standing committees on which the students serve according to their abilities and preferences: publicity; program; social; financial; production; refreshments

10. Consideration for the general school calendar for the year, so as to avoid conflect with non-German Club school events

11. Development of a plan to correlate German Club activities with other school activities

Activities which have proved successful

1. Films
    a. On famous Germans (professionals, scientists, musicians, etc.)
    b. On festivities (regional, seasonal, etc.)
    c. On especially picturesque areas in the German-speaking countries
        1.) Switzerland
        2.) Schwarzwald
2. Outside speakers
    a. Natives of the German-speaking countries
    b. Experts on topics of interest
3. Field trips
    a. German Embassy
    b. An evening at a German restaurant
    c. A trip to the German Orphanage of the District of Columbia
4. Christmas party (an inter-foreign language club enterprise)
    a. Tree decoration
    b. Singing
    c. Skits
    d. Refreshments
5. Variety program („Spiel und Spass," or „Buntes Allerlei") presented in German, in the Spring
    a. An evening performance
    b. Parents and friends invited
6. Exhibit prepared for a school showcase, containing mementos, Geman artifacts, dolls, maps, postcards, etc.
7. German correspondence (with teenagers) shared at club meetings
8. Student exchange program if possible

Participation of the German Club in school activities

1. Drives for welfare causes
2. Decoration of the main lobby on occasion
3. Club participation in annual school shows
4. Assistance in International Study Day
5. Assistance in folk dance festivals
6. Interchange wherever possible with other foreign language clubs
7. Cooperation with the music department
    a. Assisting in pronunciation of lyrics
    b. Establishing definite relationship between the music and the foreign language departments

Field Trips

Field trips are a desirable activity for introducing students to the culture of the country whose language they are studying. They should be well-organized trips, planned as an educational experience rather than as entertainment. They should be limited to one or two per year, with the approval of the school administration.

Suggested Places:

The German Embassy, 4745 Reservoir Road, N. W.,
Washington, D. C.

Die Deutsche Schule, McLean, Virginia

German Orphan Home of the District of Columbia,
2300 Good Hope Road, S. E.,
Washington, D. C.
(Especially good at Oktoberfest)

Use of Community Resources

It behooves the teacher to remember that by community we mean the whole metropolitan area, not merely the area immediately around the school in which German is studied. In addition to the three places mentioned under "Field Trips" (above), the following are interesting:

United Church of Christ (Concordiakirche), at
1920 G Street, N. W., Washington, D. C.
(Telephone: EX. 3-1495. Services entirely in
German. Phone for exact time of service: it
changes in summer.)

Schuhplattler und Gebirgtrachten Verein Washingtonia, Inc.
President: Rudy Poelsterl. 4114 Davis Place, N. W.
Washington, D. C. FE. 7-4826.
(This group has cooperated with the Fasching Ball
given at Crossland Senior High School, Prince George's
County.)

Lufthansa (German Airlines). 1000 Conn. Ave., N. W.
Washington, D. C.
(A source of travel pamphlets and posters for
bulletin boards and oral reports.)

From time to time, various theaters show German films.

German-speaking residents in the community can be invited to give talks to German classes or the German club on specific topics.

Programs presented to the public by the German department keep the community informed as to the activities of the German students.

APPENDIX A

THE LANGUAGE LABORATORY

In addition to tape recorders for use in the regular language classroom, many of our schools have language laboratories. The number of language labs in our secondary schools is increasing yearly.

THE USE OF THE LANGUAGE LABORATORY AS AN INTEGRAL PART OF INSTRUCTION IS NOT A MATTER OF CHOICE. It is expected that all language teachers be thoroughly familiar with procedures necessary for using the laboratory to maximum advantage.

The distinctive feature of the language laboratory is the possibility it offers for the individualization of instruction. It is not a teacher; it is a tool whose usefulness is directly related to the teacher's attitude, planning, and training in its operation.

Most secondary schools now have more than one language teacher. It is expected, therefore, that a lab schedule will be established by the department chairman in consultation with other language teachers. The teacher is responsible for using the lab on the day or days for which he is scheduled. It is desirable that the schedule remain the same each week. A COPY OF THE LAB

SCHEDULE SHOULD BE SENT TO THE SUPERVISOR AS SOON AS POSSIBLE AFTER THE OPENING OF SCHOOL. The ITINERANT TEACHER should be included in the schedule. In schools where all language teachers are itinerant, please consult the principal to determine who shall be chairman. This person will be responsible for organizing the department and for arranging the lab schedule. An itinerant teacher may have to serve as chairman of two schools in some cases.

It is imperative that the teachers organize their weekly work in such a manner that the laboratory lesson is well-planned for the day or days specified. In schools having only one language teacher there will of course be greater flexibility. It is assumed that the lab is the language classroom in this case, and the teacher may incorporate its use at will, provided that there is proper planning.

A desirable laboratory lesson or session should be planned with the following points in mind: (TEACHER SHOULD WALK AROUND FREQUENTLY)

1. Practice of the grammatical material being currently taught in class is of primary importance.

2. Exercises requiring pupils to formulate responses are better than repetition exercises. Keep the latter at a minimum after the first few weeks. Dictation may also be used in the lab. Listening to narrative material should be included.

3. Activity in the lab should be varied. STUDENTS SHOULD NOT LISTEN TO A RECORDING FOR THE ENTIRE PERIOD WITHOUT A CHANGE OF ACTIVITY. Each practice session should be approximately ten to twelve minutes, FOLLOWED BY LIVE DRILL AND INFORMAL TESTING ON WHAT HAS BEEN PRACTICED. These follow-up sessions should be very brief. At the end of the lab period the grammar points which have been practiced should be briefly summarized.

4. The lack of variety of activity is one cause of discipline problems and of the destruction of equipment in the lab.

5. A variation which can be tried in any laboratory when using recorded exercises which give the correct answer after the student pause:

   Have pupils place numbers on a sheet of paper to correspond with the number of items on the recording. Each time the correct answer is given on the recording, the student places + or – (for correct and incorrect, respectively) opposite each number depending upon the answer he has given.

   The teacher may require these papers to be handed in at the end of the lab period.

6. The discussion on the Use of the Tape Recordings appearing earlier in this guide also applies.

Types of Laboratories in our Schools

1. Audio-active with console and two or more dual channel recording booths: (All consoles have two recorders and one phonograph. This is the most common type of installation.)

2. a. The teacher should monitor each student several times and grade his performance. The activity could be a practice exercise or a test. These grades should be recorded in the teacher's book like all other grades.

   b. The teacher can speak to all students through the all-call switch. (Be sure all-call switch is off at all other times.)

c. The teacher can speak to a student through the microphone if necessary. The student can speak to the teacher, if the teacher has tuned him in.

d. The teacher can record the students by placing a blank tape on the second recorder, placing recorder on RECORD, and tuning in on each student in succession. Please refer to technician's lab manual in the school to find out which channel is so wired.

e. The teacher should rotate the students recording in the booths so that each student will have an opportunity to record and compare himself with the master. THE TEACHER SHOULD HAVE A WEEKLY LIST OF STUDENTS WHO ARE TO GO INTO THE BOOTHS. During a 48-55 min. period two groups of students can use the recording booths. Students should re-record their answers at least once. Master will not be erased on their tape.

f. Listening comprehension tests can be given in the lab.

g. Students may be quizzed orally individually while others continue with the regular lesson.

h. Students in booths should also be monitored.

2. Listening installation (Desks or Jackboxes on wall) Use as tape recorder, with added advantage that students hear material more intimately through earphones and are not distracted by hearing other students responding.

New teachers should determine which type of laboratory installation is in their school, and proceed accordingly. They should immediately learn the operation of their lab. Language teachers today are expected to be competent in the use of the tools of the profession.

The Student Recording Booths

Most of the language laboratories in the secondary schools have two or more student recording booths. New buildings usually have 10-12 booths in addition to 30-36 regular audio-active tables. These booths are equipped with tape cartridges which do not require handling by students. *

The periodic use of self-recording is beginning to be recognized as an invaluable experience for the language student at the secondary school level. It enables the student to hear how he really sounds in comparison with a native speaker, thus providing further motivation for improvement.

The use of the booths is not so difficult as it may appear once the teacher has organized the class so that several students have the opportunity to use the booths during each lab period. The apparatus is relatively simple. During the semester each student should have the opportunity to record himself several times.

To provide a recording booth for each student is financially prohibitive. It also renders more difficult the procedure of following up the recorded practice with "live" question-answer-discussion in order to apply what has been practiced. That is the reason for desk or table labs. The latter phase is extremely important in connection with the tape practice, whether in lab or

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* NOTE: Cartridges should not be used interchangeably. Assign each cartridge to specific booth. Mark with letter of row and number of booth.

in class. Otherwise, the tape practice becomes an isolated activity, totally unrelated to the lesson. We must constantly seek ways to hold the students responsible for giving their best performance during the tape practice.

A Suggested Procedure for Using Recording Booths
by Barbara Russell, Junior High School Teacher

I. After students have become familiar with the general laboratory equipment, they should be instructed in the operation of the recording booths. Take small groups to the recorders for a verbal explanation; students also should have lab notes to which they can refer for an outline of the procedure.

II. Set up a definite routine of selecting students to use the booths. By following a constant pattern students will know when it is their turn to record, and the teacher need not take time to decide who recorded last or to appoint new students. When a lab period is announced, students automatically take their places at the booths. By the time the teacher is ready to begin, they can be settled and prepared to start their tapes.

III. At the beginning of school, appoint a good student who is familiar with the machines to accompany the groups to the recorders. He can quickly check to see that everyone is operating his recorder correctly and assist those few who have difficulty. Of course, this soon will become unnecessary. (The teacher should train two good students at the beginning to get the procedure under way.)

IV. Discover the most effective ways to use the recorded material for your classes and follow these regularly. Students will know what to do and instructions need not be given unless a change is necessary. For example, some first year dialogues are recorded on the master tape three times. The first recording is only to be listened to and no pauses are provided. The students know that when work is to be done with a dialogue, they do not start their tapes until the second version. Other practices are followed for various types of exercises. Your procedures may be different. The important item is to orient the students to your plan and free yourself from constant explanation and instruction.

V. When students have listened to their tapes, they rewind them and set the machines in a record position. When the lab is used again, the next students have only to turn on the recorders and they are ready to begin.

VI. Try to plan your lessons so that directly following a lab period no new material is introduced. In this way, students who remain at the recording booths when classwork resumes do not miss an important presentation. However, as this plan is not always feasible, students know that they are responsible for any material practiced while they are recording.

VII. From time to time remind students of the reasons for using the recording booths (and the laboratory). Stress conscientious listening and imitating. Train your students to get the most out of the equipment and help them to maintain good habits by using the lab and using it properly.

* * * * *

Administrative and Disciplinary Measures with Regard to Language Laboratories

1. The department lab schedule should be sent to the central office at the beginning of the school year.

2. All pupils should be assigned permanent positions in the lab. Each teacher should prepare seating charts for his classes. These should be posted in lab. The teacher should have smaller copies of the seating charts, which he should use at the console as he monitors students for recording of grade, attendance, evaluative comments, etc.

3. The department is to prepare a list of rules and regulations for behavior in the lab. These should appear on a large chart and be posted in the lab. ALL CLASSES OF ALL TEACHERS SHOULD ABIDE BY ALL RULES SET UP BY THE DEPARTMENT.

4. The high cost of laboratory equipment should be frankly discussed with the students. Encourage them to report malfunctioning or broken equipment as soon as it is discovered. Require students to leave the lab with everything in order. Appoint a person in each class to check this at end of period.

5. The department chairman should discuss with the principal at the beginning of the year a policy for dealing with the willful

destruction of equipment. Do not send a student a bill for the destruction of equipment unless it has been cleared with the administration of your school, and it has been definitely established that he is responsible for the damage.

6. All schools should record any malfunctioning of the lab in the Log. The Log should be kept at the console, easily accessible to the repair technician. Do not describe the same symptom more than once. Serious malfunctions should be reported at once to the central office. SOME LABS HAVE BEEN INOPERATIVE FOR A PERIOD OF TIME BECAUSE THE TEACHER IN CHARGE DID NOT REPORT A SERIOUS MALFUNCTION.

7. It is desirable to appoint several boys with some knowledge of electronics to help teachers with minor technical problems. Their names and phone numbers should be written in the Lab Log. They should not attempt to repair serious damage.

8. One teacher should be designated to be in charge of the lab. HOWEVER, ALL TEACHERS SHOULD TAKE THE RESPONSIBILITY OF SEEING THAT THE LAB IS IN GOOD CONDITION AT ALL TIMES.

9. Headphones should be worn properly in the lab, and students should sit properly.

10. Students should be impressed with the fact that their work in the lab will be an important factor in their language grade.

11. Teachers should be aware of the fact that electronic equipment does not work one hundred per cent of the time. This is the nature of such equipment. Minor malfunctions should not be considered cause for discontinuing the use of the lab. Only serious malfunctions, e. g., if the console will not broadcast on any channel, are considered valid reasons.

12. The teacher should not remain at console all the time; he should walk around periodically to help minimize possibility of destruction of equipment.

13. Students who are serious discipline problems should not be placed in recording booths.

APPENDIX B

USE OF THE OVERHEAD PROJECTOR

The overhead projector is one of the most versatile aids now available to teachers. Language teachers have not yet realized the full potential of this piece of equipment.

The material used with the overhead projector is outlined on acetate frames called transparencies. Although commercial sets of transparencies are available which can be integrated with many language courses, it is more desirable for the teacher to make his own transparencies which are directly related to the material being taught. Teachers should consult with their Audio-visual Department for advice on how to prepare transparencies.

In addition to its use for teaching vocabulary by projecting drawings and actual objects (the latter appear as silhouettes on the screen), drawings presenting cultural information, including maps may be used. However, one of the most effective ways to use the overhead projector is for the teaching of structure and composition. The teacher can actually show how a sentence or paragraph is "put together." Writing is done on the acetate with a thin grease pencil. It may be erased with a cloth. Students can come up to the projector to write on the acetate, then the class can discuss corrections or changes. Overlays can be used as the sentence or paragraph is constructed.

The great advantage over the blackboard is the fact that teacher and/or student is facing the class at all times, and also the fact that the projector is more clearly visible to all students.

Material can also be typed directly on the acetate. The overhead can be used at all levels.

The following excerpts on the use of the overhead projector are taken from an article by Karl S. Pond of the University of Miami, appearing in the Modern Language Journal, Volume XLVII, number 1, January 1963, pp. 30-33. The title of the article is "A Language Teaching Tool: The Overhead Projector." The most pertinent parts have been reproduced here.

> . . . For many years, however, there has been a device in existence which offers all the advantages of the blackboard and which virtually eliminates the limitations and disadvantages of the latter; this is the overhead projector.
>
> The overhead projector for transparencies can fulfill the basic visual requirements of language teachers as well as entirely replace the traditional blackboard. It is available commercially through several manufacturers and has been repeatedly improved during the past few years to the point where some of the early minor objectionable features have been entirely removed. I have used a 10X10 overhead projector for three years in both beginning and advanced language courses under varied class conditions, with audiences ranging from seven beginning students to over five hundred language teachers, and to date I have yet to find a more versatile teaching tool. Several language teachers who, as the result of my methods course, have obtained and used this simple device, have often told me that it was the greatest timesaver and most practical teaching tool they had ever encountered.
>
> Essentially the overhead projector for transparencies is a simple shadow box which throws the shadow of anything opaque, be it writing, designs or solid object.

First, it will fulfill all the functions of a blackboard by using a simple slide or roll and a grease pencil with a thin lead. In this simple use it eliminates many of the limiting or unfavorable factors which we associate the blackboard: 1--the space problem is solved and time saved by having students write their work directly on a piece of acetate and passed to the teacher for projection and "live" correction. Additional space is always available by removing a slide and putting on another or by advancing the roll; 2--materials can be prepared in advance and shown at the proper time. Slides can be prepared by hand writing or typing; 3--materials of this nature may be kept for further use or erased, making the acetate available for further use. No dust results from erasing; 4--at the flick of a switch materials appear or disappear from the screen. If not removed from the templet, however, the teacher can still see the slide for further reference; 5--the teacher can face the class while writing or lecturing. He may look at the material without losing visual contact with the class.

The above points, then, are the advantages to be gained through the use of this device in its most rudimentary form. The only materials needed are acetate, grease pencil, and a soft rag to erase. No special skills are necessary.

Even if this were the extent of the advantages of using this device over the use of the simple blackboard, the initial investment would be well-justified in terms of class time saved by teachers and students, and in terms of better-prepared materials.

This simple use, however, is only a very limited aspect of the many ways in which one can use the overhead projector.

Let us now examine some of the more complex uses can be made of this versatile tool. Transparency copies of almost any materials published on paper can be quickly and cheaply reproduced by copy machines found in the offices of most schools. Files of maps, pictures, literary texts, newspaper articles, phonetic transcriptions, etc., can be built for projection to students at any level.

Talented students or colleagues can be called upon to draw simple situations or personages. This can become the basis of conversation, composition and oral testing. With this simple device, the language teacher is no longer limited to "packaged" materials.

An additional and invaluable technique which can be used with the overhead projector is that of the overlay. This technique consists of superimposing one or more slides on a basic one, thus enabling the teacher to add or subtract at will from any slide. In language teaching this technique may be used effectively for "setting the table" one item at a time, moving a person or object from one place to the other on a basic slide, clothing a person, adding furniture, etc. On a basic map it can be used to add rivers, cities, names, etc. In phonetics it can be used for inter-linear transcriptions; in stylistics for inter-linear comparison; in linguistics for slot and signal studies, etc. Most important, it can be extremely simple or complex, depending on what is desired.

The overhead projector can also be used to throw shadows in the form of silhouettes. In the hands of an imaginative teacher, this can result in a kind of shadow theater which is so successfully used in Asia for entertainment and teaching.

It may also be used as a feltboard and any technique used with a feltboard can be carried out very simply on the lighted templet. In a language work this can be used very effectively to explain the various structures and forms to mature students. With 69 small pieces of thick acetate I have been able to build basic sentences to illustrate the main syntactical problems of the French language.

Many other techniques and general uses in language teaching are too numerous to discuss thoroughly at this time.

If we consider the practicalness of this visual device from the technical viewpoint and the advantages it has over other visual devices as a basic teaching tool, we note the following:

1. light does not have to be dimmed in any way for faithful projection;
2. for all practical purposes, nothing can go wrong beyond a burned-out bulb;
3. objects can be made small or even larger than life size. For example, it is possible to obtain a good visible projection by projecting on a screen behind the teacher, or by rotating the head towards the wall. Stickmen can become life-size;
4. by superimposing a clean slide over one of the materials which one does not wish to deface, one may underline, obliterate, or add to any part of the basic slide. When

finished, one removes the top slide and erases; the "good" slide has not even been touched. I find this technique invaluable in giving one test to many sections;

5. It projects as you write, enabling you to correct student work. More students can participate than in any traditional "blackboard activity" in a shorter space of time;
6. although the visual quality may not be as desirable as that of quality slide and filmstrip projectors, most overhead projectors can project adequately for language work any slide and filmstrip, regardless of size. This can be done by purchasing adaptors, which are much cheaper than individual machines;
7. it is easy to focus and it stays in focus unless moved:
8. there is nothing to inset or thread. The overhead projector is simply a flat surface on which one can write with ease;
9. experience shows that the creation of teaching material is much simpler for this device than any other visual apparatus;
10. since many simple language visuals do not carry words, one basic set can be used for many languages.

. . . Finally, a few words of caution concerning the use and purchase of an overhead projector:

1. relieve class monotomy and suppress the glare by using different colored filters from time to time;
2. in cases where the upper part of the projector might interfere with the vision of one or two students, this minor problem can be solved by rearranging the classroom seats in such a way as to create an aisle with the projector immediately in front of it;
3. look a few machines over; try out each one before you decide. DO NOT ATTEMPT TO SAVE A FEW DOLLARS AT THE COST OF QUALITY. This is a tool in constant use;
4. be sure that when the machine is in place it is not the kind that requires the front legs to be raised in order to raise the picture. This can become very troublesome with overlay, feltboard and shadow techniques, as there is a tendency for things to slide off backwards. THE TEMPLET OR FACE OF THE MACHINE MUST BE LEVEL.
5. DO NOT CONFUSE THE OVERHEAD PROJECTOR I AM DISCUSSING WITH THE OPAQUE OVERHEAD PROJECTOR.

In this article, I have attempted to describe a language teaching tool which has been overlooked too long. Of course, this tool cannot accomplish all the functions of all visual machines or devices, but I am firmly convinced that it is the most useful and versatile one in existence. Its very simplicity is the key to its usefulness.

Karl S. Pond
University of Miami

APPENDIX C

LIBRARY PURCHASES FOR FOREIGN LANGUAGES

In ordering foreign language materials for the library it is suggested that first consideration be given to the sets of student records in the A-LM series used in our schools in the following languages and levels:

(1) French I and II - all junior and junior-senior high schools

(2) German I, II and III - senior high schools which teach German

(3) Russian I and II - senior high schools which teach Russian

Ideally, these discs should be available to most of the students for independent study of that which is presented in class. However, it has not been financially feasible to provide these discs in such quantities at $4.55 per set. Consequently, librarians wishing to purchase foreign language materials could assist the program by providing these materials for student use in the library.

Other materials which librarians might purchase (upon consultation with the language department) are the following:

(1) Additional dictionaries, and monolingual encyclopedias

(2) Song tapes and/or discs

(3) Tapes or discs which accompany some of our texts. Extra sets of such tapes should be in our libraries, particularly those for levels III and IV. Students on these levels should have the opportunity for further exposure to the material being studied. Some literary works read in levels III and IV are accompanied by discs.

(5) Fiction and nonfiction works in English which pertain to the countries involved.

(6) Additional copies of the supplementary readers already used by the department, provided that they are placed in the department on loan during the school year and returned to the library at the close of school. This recommendation is based on the fact that most of the reading done below level IV is controlled reading and needs to be guided directly by the teacher.

Any other materials should be submitted to the supervisor for approval before purchase orders are prepared.

Blanket approval for filmstrips cannot be given because there is danger that money might be spent for items which may not be useable from year to year. In general, the foreign language program needs materials which reinforce specifically that which is being taught in the classes. This is especially true of levels I and II.

APPENDIX D
(for students)

HOW TO STUDY A FOREIGN LANGUAGE

To be reproduced by the teacher and distributed to language students.

TO: The foreign language students of the Prince George's County Secondary Schools (Latin students, see page 3 and 4)

FROM: Dora F. Kennedy, Supervisor of Foreign Languages for the Board of Education

We welcome you to the study of a foreign language. If you are a second year student or above, we hope that you will be able to continue to the more advanced levels. The key word in the first statement above is study. As you know, there is a great difference between "taking" a subject, and studying it for mastery. In order to succeed in a foreign language you must study it for mastery every day. Your teachers and I are confident that you can succeed. It is a matter of applying yourself in the proper way.

Because this subject is different from most of the courses in which you may be enrolled at this time, we feel that we can help you succeed in it by providing you with some very important study hints.

You should keep the following points in mind:

1. In this subject you are learning a new skill. In some ways it resembles arithmetic, typing, and even learning to play a musical instrument, because the only path to its mastery is practice and more practice, together with understanding of the grammar and the meaning of the words and sentences.

2. Ask yourself this question: What are the things I do with my native language? Of course, you understand it when you hear it, you speak it, you read it, and you write it. These are the same skills we expect you to achieve in the foreign language. Please note: THE FOREIGN LANGUAGE IS NOT ANOTHER VERSION OF ENGLISH; IT IS A COMPLETELY DIFFERENT SYSTEM OF SOUNDS, GRAMMAR, AND VOCABULARY. IT IS A ANOTHER WAY OF LOOKING AT THE WORLD AROUND US. IF YOU ARE STUDYING FRENCH, FOR EXAMPLE, YOU WILL LEARN THE WAY THE FRENCH PEOPLE EXPRESS THEMSELVES, ETC. ALWAYS KEEP YOUR MIND OPEN TO THE FACT THAT THERE IS NOTHING "PECULIAR" ABOUT A FOREIGN LANGUAGE, AND TO THE FACT THAT NO LANGUAGE IS "MORE CORRECT" THAN ANOTHER.

3. In order to develop the four skills, understanding, speaking, reading, writing, it is important that you listen carefully in class at all times; do not let yourself be distracted by unimportant matters: even when someone else is reciting, a good student is mentally participating.

   It is also essential that you keep in mind these points:

   a. imitate closely your teacher or the language tape or disc.

   b. be alert to give quick and correct answers in a drill conducted by your teacher or given on the tape or disc.

   c. memorize all the sentences (such as in a dialogue) and vocabulary which your teacher assigns. (About three-fourths of your work in this new skill is memorizing.)

   d. memorize verbs thoroughly!

   e. Because a modern language is something that is spoken, part of your studying will have to be done aloud. In class, speak up loudly and clearly!

f. In the study of a skill subject it is FATAL to fall behind. Because the new things you are required to learn are based on what you have already had, you should be fair to yourself by keeping up with your daily assignments. This advice includes not only written work, but oral work as well.

g. Keep in mind that your grades in foreign languages are based on both oral and written work.

h. An important point to remember is that understanding rules in the language is only one step. If you do not practice the examples, you will not be able to use the language with ease.

i. In order to help you become more proficient in speaking and pronunciation, and to help your teacher with this task, the County Board of Education, supplies schools with electronic equipment of various kinds. Some of these items include tape recorders to be used in class, phones and jackboxes for the students, and, in some cases, booths or desks and microphones for the students, called a language laboratory.

Schools will be getting more and more equipment of this kind. We are making a special request at this time to all language students to cooperate with the teachers and principals of their schools in taking care of this very expensive equipment. Every language student should be the special guardian of the equipment he uses. If something goes wrong, please report it to your teacher immediately. You are accustomed to equipment in science classes; we expect and appreciate the same kind of respect for new foreign language equipment.

Our Board of Education is trying to provide the most up-to-date equipment to help you to learn to speak a foreign language; naturally, we try to provide the best that we can afford; won't you help by giving it the best care and consideration possible? The money for all this equipment comes from your parents in the form of the taxes they pay.

j. A SPECIAL MESSAGE TO LATIN STUDENTS:
Although we do not expect you to speak Latin in the same way that we expect modern language students to speak, we expect you to be able to:

1. pronounce it correctly
2. read it correctly (aloud)

in addition to learning the grammar and vocabulary thoroughly, and developing your skill in translating, and in applying your knowledge of Latin to English derivatives. (Like the students in the modern languages, you will have to face the fact that three-fourths of your work involves memorizing, and the fact that you must not fall behind in your daily assignments.)

* * * * *

Please listen carefully to the valuable advice which your teachers will add to these statements.

We wish all of you good luck in your language study.

¡Buena suerte!
Bonne chance!
Viel Glück!
Bonae res!
Всего хорошего!

(Please continue on page v.)

Below is an outline of the pamphlet Study Hints for Language Students, by William G. Moulton, a language professor and expert in the teaching of foreign languages.

LEARNING TO SPEAK A FOREIGN LANGUAGE

A. YOU'VE GOT TO LISTEN AND IMITATE. As adults trying to learn a foreign language, we face much the same job that we did as children learning our native language. We can't use quite the same methods, but the general approach will still be the same; we've got to listen to someone who knows how to speak the language, and we've got to imitate him as exactly as we can. In one way we're worse off than children: they start with a clean slate, whereas we're going to find that our native language habits get in the way all the time. But in another way we have a distinct advantage: since we already know one language, we can be told how the new language is put together, how it works, and how it differs from our native language. These directions ("grammar") can speed up the learning process considerably.

B. YOU CAN'T LEARN A LANGUAGE BY "THINKING" ABOUT IT. Nearly all the non-language work which a student does involves (or should involve) a large amount of thinking. Of course, you are asked to read a certain amount of material and to learn a certain number of facts: organize them, analyze them and interpret them. Most students are so accustomed to this "thinking" approach that they try to learn a new language in the same way; the results are always disastrous.

C. A LANGUAGE IS A SET OF HABITS. All of us speak our native language with complete fluency. Since we learned this one language so extremely well, it is worth while considering just how we did it. It is obvious from the very start that we didn't do it by "thinking." We had almost completely mastered the sounds and structure of the language by the time we were five or six years old, and at that time we couldn't "think" anywhere near as well as we can now. Instead of "thinking " this over and over again, we eventually built up the complicated sets of habits which now let us talk our native language with complete ease. The "thinking" which we now do when we talk is concerned almost entirely with what we are going to say (the content), rather than with how we are going to say it (the language). We don't "think" about saying he works (with an ending -s) but they work (with no ending); nor do we "think" about pronouncing the work the as "thee" before words beginning with a vowel ("the apple, the orange"), but as "thuh" before words beginning with a consonant ("the peach, the banana"). Complicated things like this have become completely matters of habit. Most of us don't even know we do them until somebody points them out to us. *

D. YOU MUST MEMORIZE. If a language is a set of habits, the only way to learn the language is to learn these habits. And you don't learn habits by "thinking"; you learn them by practice, practice, practice. In all your other courses you are asked to go home and organize, analyze, and interpret factual information; in your language course you will have to go home and practice the material you've heard in class over and over again until it becomes second nature. It's as simple--and as hard--as that. Only way to memorize the new material would be to read it over silently, again and again. That would be pretty ridiculous, of course, since you would then be learning not the language itself, but only the way it is symbolized on paper. In addition, it would be enormously inefficient. In reading silently, you would be using only your visual memory. If you study out loud, on the other hand, you first double your efficiency by adding motor memory, you at least quadruple it, because motor memory is the most efficient of all. (Motor memory, you will recall, is the memory of what you do with your muscles. Proof of its efficiency is the fact that nobody ever forgets how to ride a bicycle, even though he may have had a terrible time learning it in the first place.) So do all your studying out loud.

E. DON'T FALL BEHIND. Even though steady, day-by-day work is the best way to learn any subject, it is true that in many courses you can get yourself out of a jam by some high-pressure, last-minute cramming. Not so with a language. Cramming for a language exam would be about as sensible as cramming for a swimming test; you just can't learn habits that way. Furthermore, language learning is a highly cumulative process. It is like making a tower out of blocks: you keep building on top of what you did the day before. If you don't keep at the job steadily, pretty soon you're trying to put new blocks on top of empty space. So don't fall behind.

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* However, we do have to think to try to understand the grammar of the language and how these rules work in many sentences. Your teacher and textbook try to teach you these rules through drills and explanations.

LEARNING TO READ A FOREIGN LANGUAGE

(The advice below will be more useful as you advance in foreign language study)

A. HOW NOT TO READ. The following method is guaranteed to waste a maximum of time and to produce minimum results. Start off with the first sentence of the assignment, read along until you come to a word you don't know, and look it up in the vocabulary. Then read along to the next word you don't know, look THAT up in the vocabulary, etc., ad nauseam.* By following this method you will need about four hours to cover the assignment, and by the time you're through, you will have looked up so many different words that you will probably not remember a single one of them.

B. TRANSLATING VERSUS READING. The goal you should aim for is the ability to pick-up a foreign language book and understand what it is all about. You will never reach this goal by doing only word-for-word translation.

C. INTELLIGENT GUESSING. If you are ever going to learn how to read for content, just about the most important skill for you to acquire is that of intelligent guessing, that is, figuring out what a word must mean because of the context in which it is used. We do this all the time in English. All of us know how to read many words which we never use in speaking or even in our own writing.

D. REPEATED READING. If you are going to figure out the meanings of words from their contexts--or, for that matter, if you are going to remember the meanings of words which you have looked up in the vocabulary--you will obviously have to read them more than once. Let's suppose that you have 6 pages to read, (and that on each page there are ten words which you don't know. If you go through the 6 pages just once, and look up each of the 60 words, you surely won't be able to remember more than ten of them. Instead of that, look up only 30 (a more manageable number) and make intelligent guesses for the remaining 30. Then, with the time that you have saved in this way, re-read the 6 pages at least two more times (preferably at intervals of several hours). In this way you may be able to remember as many as 25 of the 30 words which you looked up; and you will also have a pretty good idea of the meaning of the 30 which you did NOT look up. Score this way; 25 certain and 30 probable. And that's a lot better than only 10 certain.

*This is a Latin expression meaning to the point of disgust.

E. HOW TO GET STARTED. When you start out to do some reading in any foreign language, the one cardinal rule to follow is this: NEVER LOOK A WORD UP IN THE VOCABULARY UNTIL YOU HAVE READ THE IMMEDIATE CONTEXT IN WHICH IT OCCURS. There is no sure way of knowing just how far you've got to read to get the immediate context; it will vary from case to case. It would be certainly idiotic to look up a word before reading through the whole sentence in which it occurs; some people prefer to read a whole paragraph, others a whole page or more. Perhaps the best over-all suggestion is this: read through the first sentence; and then keep on reading until you get lost. You may be able to follow along for a paragraph, or even the whole assignment.

F. WHAT TO DO NEXT. Let's assume that you've read through a paragraph before getting lost. Now go back to the beginning again, and read along until you come to the first word you can't reasonably guess at. Look it up in the vocabulary. The, turning back to the text, re-read the phrase in which the word occurs, trying to fix its meaning as you do so. Go through the first paragraph this way, looking up only the words you absolutely have to and making intelligent guesses at the others. Then tackle the following paragraphs in the same way, until you have read about half the assignment. At this point you will want to take a short break. Lean back and stretch; and then, RE-READ THE PAGES YOU HAVE JUST DONE. This will use up only part of the time you have saved by making intelligent guesses, and it will do wonders. (The reason for doing it at this stage is that the whole section is still fresh in your memory, and a re-reading now will really tie down the loose ends. If you wait until later on, much of it will have grown cold.) Then go through the second half of the assignment, ending up with a re-reading again.

G. TROUBLE SPOTS. Aside from words that you don't know, there are two other troubles you will run up against. First, there are the so-called "idioms": groups of words that mean more than the sum of their parts. Handle these just as you do single words. Secondly, despite all the help that a vocabulary gives you, there will be passages here and there which you just can't understand. The most important thing to remember here is: DON'T WASTE TIME ON THEM. If you can't understand such a passage the first time through, make a note of it, and read on ahead. Quite often you will pick up a clue later on, and the difficulty will be cleared up when you do the re-reading. But don't waste time on it even then. If after a second honest try, you still can't figure out what it means, ask your teacher to explain it to you when you come to class.

IF YOU STILL HAVE TROUBLE. . .

H. THE VALUE OF REVIEW. In the long run, foreign language study boils down to a constant process of learning, forgetting a bit, re-learning, forgetting a little less, and then relearning again and again, until you begin to develop in the foreign language the same kind of habits and skills that you already possess in English. The study hints given above should help you develop these habits and skills as efficiently as possible. As an added help, the textbooks you will use probably call for a considerable amount of review, and your teacher may add on some more. All of this should enable you to speak and read the language with reasonable fluency. If you still have trouble, the best suggestion we can make is that you do even more reviewing. Continue doing a conscientious job on each lesson as it is assigned; then spend a little extra time going over the material of past lessons. Quite often a little extra reviewing like this is all a person needs to catch up with the rest of the class.

I. A FINAL REQUEST. Keep these sheets handy so that you can refer to them off and on as you study. If you develop some good study techniques of your own, let us know about them so that others can benefit from your experience. *

* You can write to Professor Moulton at Princeton University, Princeton, New Jersey, Foreign Language Department.

APPENDIX E

A TEACHER'S GUIDE FOR SELF-EVALUATION

The following criteria were prepared by the foreign language supervisor specifically for assisting secondary school principals in their supervision of modern language teachers. They may also be used as a checklist by each teacher in evaluating his own work.

Since the list is concerned with all levels of language instruction in the secondary school, not every statement therein is necessarily applicable to each level.

A. Classroom routine

Does the teacher

1. Use the foreign language most of the time in class?
2. Establish a short period in English for explanation and clarification of some points during each class? (Levels I and II) (In Levels III and IV more and more of this should be done in the foreign language, except when the teacher feels that the problem is extremely difficult.)
3. Insist on developing language skills in their natural sequence or progression: hearing, speaking, reading, writing? (Level I, especially)
4. Either present and drill the structure or grammar before dealing with the explanation or analysis of it, or present a brief explanation in English before drilling? (The emphasis should be on the drill in either case.)
5. Test only what has been taught?
6. Test separately the skills of listening, speaking, reading and writing? (Level I)

7. PLAN EACH LESSON CAREFULLY IN ADVANCE?
8. Provide a variety of activities or procedures in each class period?
9. Consider the ability of the class in the presentation of material?

B. Listening skill

Does the teacher

1. Give routine instructions in the foreign language?
2. Present all new material with a minimum of translation? (English should be used in Levels I and II when there is no other way to convey meaning quickly. The teacher should then proceed to practice in the foreign language, and not dwell on discussion in English.) (In levels III and IV meaning should be conveyed in the foreign language as much as possible since at these stages the students should have a background of vocabulary and grammar which the teacher can utilize.)
3. Give listening comprehension quizzes regularly?
4. Include in listening comprehension quizzes or tests items requiring identification of correct verb forms, factual information in material studied, listening to a passage and answering questions based on it?

C. Speaking skill

Does the teacher

1. Provide choral drill on all material taught for active use?
2. Provide individual drill on all material taught for active use?
3. Provide students with variations on the material presented?
4. Require students to speak in complete sentences?
5. Work for correct pronunciation, normal rhythm and correct intonation?

6. Consider promptness of response, correctness of response (grammatical), pronunciation, intonation and rhythm in evaluating oral work?

7. Give frequent oral quizzes directly related to the material practiced in class?

8. Require students to learn to speak without a script?

9. Require students to answer without a script questions based on material read? (In class discussion of long reading assignments it may be necessary to have books open. However, the discussion should proceed in the f-1 except when English is necessary for clarification.)

10. Require students to give short oral summaries of passages read? (Level III-IV)

D. Writing skills

Does the teacher

1. Require the students to learn first orally everything that they write at the beginning level?

2. Make regular and specific written assignments on materials presented?

3. Give frequent dictations on familiar material? (In levels III and IV there should also be dictations based on unfamiliar material.)

4. Require students to write regularly from memory short summaries of passages read?

5. Provide guide questions, sentences or words for assigned written compositions?

6. Prepare students gradually for free composition by providing subjects of appropriate difficulty on which to write?

E. Reading skill

Does the teacher

1. Require the students to learn first orally everything that they read at the beginning level? (Only Level I and only basic material. This does not apply to graded readers assigned for supplementary reading.) (Beyond grade 8)
2. Provide simple text material as an introduction to reading?
3. Prepare students for intensive classroom reading assignments by developing in class as much of the background material and meaning of new vocabulary as necessary?
4. Lead students gradually into material of increased difficulty and length?

F. Materials

1. Textbook

   a. Does the teacher make the textbook "come alive"? During the oral part of the lesson does the teacher need to look at the text constantly? (If it is a controlled conversation based on material, the teacher should be able to carry on with only periodic glances at the text. Choral reading of a text passage is a different matter. In this case the teacher should read each sentence followed by class reading. We refer to the beginning level.)

   b. Does the teacher assign textbook exercises judiciously and selectively?

2. Recordings

   a. In levels I and II does the teacher use the recorded drill materials only after he has done "live" practice with the same material? Does the teacher require only choral responses when using tape drills, or does he call on individuals to give the reply periodically?

   b. Does he follow recorded drill with some type of oral quiz on what has been practiced? This phase may be only a few minutes in length.

   c. In recordings in which students listen to a narration (particularly in levels III and IV) does the teacher assign a listening task, so that there is an immediate student purpose for listening? A short follow-up constitutes acceptable procedure.

   d. DOES THE TEACHER USE THE RECORDINGS AS AN INTEGRAL PART OF THE COURSE?

3. Films and Filmstrips (Beyond Level I)

   a. Does the teacher prepare the class by presenting the background?

   b. Go over the key words and expressions necessary to the understanding?

c. Show the film or filmstrip several times?

d. Provide key questions as a guide to the understanding and the study of the film or filmstrip?

4. Other Visual Materials

a. Does the teacher make use of pictures and simple drawings to illustrate meanings of material taught whenever effective?

b. Use posters, newspapers, magazines, maps, post cards, etc., to create in the classroom an atmosphere reflective of the country or countries whose language is begin studied?

c. Is the teacher willing to try newer visual equipment such as the overhead projector?

G. Homework

1. Does the teacher assign a reasonable amount of meaningful homework?

2. Is the homework checked, and are students required to correct their errors?

H. Singing or Listening to Songs in the Foreign Language

1. Does the teacher include songs as part of the cultural heritage of the country?

2. Is this activity always secondary to the basic course?

I. The Language Laboratory

Does the Teacher

1. Have a seating chart for each class?

2. Does he monitor the students systematically and write a grade or remark for the day? Are these grades included in determining the final grade?

3. Does he intersperse the earphone practice with ten-minute "live" periods in which the students are required to use what they have practiced?

4. Does he periodically walk around the room?

5. DOES HE USE THE RECORDING BOOTHS?

6. Does he have good discipline in the laboratory?

7. Does he show concern for the care of the equipment, and does he encourage his students to do the same?

8. Do his students understand the place of the language lab in the foreign language course?

****

OVER-RIDING CONSIDERATIONS: (any modern language class)

1. Does the teacher involve the students in the lesson? Is the lesson so contrived that the students do most of the practicing of the foreign language and not the teacher?

2. Does he move about the room, especially during oral work?

3. Does the lesson have variety?

QUESTIONABLE PRACTICES:

1. Having students take turns reading parts of a lesson and translating, usually followed by analysis and discussion in English. This is probably the least justifiable activity ever practiced in a modern language class.
   N. B. It is perfectly acceptable in a Latin class.

2. Shifting back and forth from English to the f-l during a lesson. This practice causes the student to miss the experience of total immersion in the foreign language for a part of every language class period.

3. Prolonging recorded drill beyond the psychological point-of-no-return, that is, beyond 15 minutes for any given drill.

* * * * * * * * * * * *

RECOMMENDED PRACTICES

I. Have a long-range plan as well as a weekly and daily plan. It is always obvious when a teacher is improvising a lesson. Pupils tend to lose respect for a teacher who does this frequently.

II. Explain to your students the nature of language learning, what will be expected of them, your classroom procedures and policies, etc. It is best to have these points outlined and reproduced in sufficient number for each student. These sheets should be kept in student notebooks. It is suggested that the sheet given to third and fourth year students include an explanation of the room library and the independent reading program.

III. Each student should be required to keep a notebook, particulary in levels I and II. This notebook should contain student copies of the audio-lingual units (in cases, where these units are used); rules and vocabulary of special importance; written exercises or compositions.

IV. If you are teaching level III and/or IV, organize your room library and independent reading program as suggested in the French and Spanish Interim Guides, pages i-iii (APPENDIX). Both guides have lists of reading materials. Type list of room library holdings and post in room.

V. Have definite plans for HOMEWORK at each level you teach. Students find it helpful if these assignments are written on the board. Reserve a spot on the blackboard for weekly and long-range assignments. Do not wait until the bell rings!

VI. Explain your grading policy. Be certain that it is in keeping with the approved practices in the school.

VII. Have a consistent approach to DISCIPLINE. The most difficult situations are during oral work and in the language lab. Establish with your students from the beginning the fact that during oral work in class nothing shall remain on the desk except the material which the teacher has designated, if any. Demand the undivided attention of each student. Of course, the activity should be worthy of the students' attention. The teacher must devise a variety of oral exercises none of which should be prolonged to the point when the students have lost interest.

VIII. For each activity which occurs as part of the instructional program, e. g., dictation, writing of sentences on the board, oral work, lab, the teacher should develop with the students a standard operating procedure.

IX. Be sure that the Guides are thoroughly familiar to you, and that you have a clear understanding of what is to be taught at each level.

X. Use filmstrips and films sparingly in level I. They are intended especially for levels III and IV.

XI. PROFESSIONAL READING: Each teacher is urged to read the following:

The Language Laboratory and Modern Language Teaching, by Edward Stack

Northeast Conference Reports, 1959, 1963, 1967

These three books are in the professional library of most schools. In addition, the language teacher should have in his personal library the following recent texts:

Language Teaching: A Scientific Approach, by Robert Lado, Dean, Institute of Languages & Linguistics, Georgetown University, New York, McGraw-Hill, Inc. 1964 $5.95

An Introduction to Descriptive Linguistics, Revised Editon, by H. A. Gleason, Jr., New York. Holt, Rinehart & Winston 1961 $7.00

XII. Language teachers are urged to subscribe to the Modern Language Journal; See BIBLIOGRAPHY.

XIII. Foreign Language Annals - American Council on Teach Foreign Languages.

* * * * * * *

CLARIFICATION OF POSSIBLE MISCONCEPTIONS

I. The four skills of language are to be taught in our program. Techniques used on one skill are not necessarily applicable in the teaching of the others.

II. Oral work means the drilling of the material to be learned for active use. Most oral work in level I involves drilling of grammatical points, followed by carefully formulated questions with which the teacher attempts to get the students to use that which has been drilled. IT DOES NOT MEAN A CESSATION OF WORK ON THE LESSON AT HAND TO ENGAGE IN SUCH SEQUENCES AS "COMMENT VOUS APPELEZ-VOUS," "QUE TIEMPO HACE," UNLESS THESE TOPICS ARE RELATED TO THE LESSON. Oral work in level II is essentially the same. In levels III and IV oral work involves less drill and more conversations based on the readings of designated material. New grammar should be drilled orally, however.

III. At the secondary (junior and senior) school level it IS important to make grammatical explanations to students. The student needs both explanation and drill. The teacher should realize, however, that explanation does not take the place of drill. Drill per se, on the other hand, will not automatically lead most students to a grammatical gneralization which they can later apply on their own.

IV. The objective of oral work is to lead the students to use the grammatical structures drilled to express themselves in a limited way. It is only when they are thus engaged that it might be said that they are speaking the language.

V. The entire lesson does not have to be oral each day. In level I the greater part of the period should be spent on oral work, followed by explanations in English. The grammatical explanations should not be based on what the students ask; they should reflect a planned sequence. In level III and particularly in level IV, grammar should be explained in the foreign language as much as possible. After the first few weeks of level I, a lesson in either level I and II should involve the following:

a.	oral presentation of new material oral drill or testing	15 to 20 min.
b.	written work: checking of homework dictation written quiz	10 to 15 min.
c.	review work --- oral use of recorded drill	10 or 15 min.
d.	English-speaking period	10 or 15 min.

The above recommended by the State Department of Education.

VI. Recorded material should not be used to introduce new lessons. (It should be done at times in Levels III and IV, however.) Use it to reinforce the drilling. Students should give replies during the pause, not after it. Use taped drill for ten or twelve minutes at a time, followed by oral quiz of what has been drilled. This same procedure is to be used both in the classroom with tape recorder, or in the lab.

VII. Plan work by the week so that students will be ready for the lab.

VIII. The necessity for a period for explanation in English is recognized; this does not imply that the practice of shifting back and forth from English into the foreign language during the entire class period is permissible.

IX. Translation drills from English into the foreign language can be valuable in oral work; exercises in traditional texts should be assigned for written work after drilling using patterned material. Translation of reading passages in level III and IV can be used as a device to clarify meaning BEFORE DISCUSSION OF THE PASSAGE IN THE FOREIGN LANGUAGE.

CARE OF EQUIPMENT

You will be assigned a tape recorder by your school. It is your responsibility to take care of it and to report to your department chairman if it is not functioning properly. Do not permit students to use the recorder.

All other equipment such as phonographs, filmstrip projectors, movie projectors, etc., should be used with utmost care.

INVENTORIES

In time each teacher will have a copy of the materials in the school. Please consult this inventory for items available to you.

APPENDIX F
(for teachers and students)

A Study of COGNATES (verwandte Wörter) English-German

German and English are sister languages. When the Anglo-Saxons left for England in the fifth century, they spoke a Germanic dialect which was very similar to the dialects spoken by the other Germanic tribes on the continent. England's insular character caused it to preserve its Germanic dialect in the "primitive" state. After the Anglo-Saxons had left the mainland, the dialects of the other Germanic tribes went through some major changes, for instance,

p → pf; or p → f; k → ch; th → d (Lautverschiebungen)

The various Germanic dialects developed differently. These linguistic phenomena were observed and described in detail for the first time during the 19th century, by such scholars as the Grimm brothers and others.

The following are some of the more common English-German cognates arranged in groups according to their consonant changes:

I. English p -- German f, ff, pf

battle, campaign -- Kampf
copper -- Kupfer
deep -- tief
drop -- Tropf
hop -- hüpfen
leap -- laufen
offering -- Opfer
open -- offen
path -- Pfad
plant -- pflanzen

plough (plow) Pflug
plum -- Pflaume
ripe -- reif
rump -- Rumpf
ship -- Schiff
swamp -- Sumpf

II. English t -- German z, ss

better -- besser
curt -- kurz
foot -- Fuss
greet -- grüssen
heart -- Herz
let -- lassen
street -- Strasse
ten -- zehn
timber -- Zimmer
(now, room)
to, too -- zu
twenty- zwanzig
twig -- Zweig
two -- zwei

III. English d -- German t

day -- Tag
deal (part, piece) - Teil
deer -- Tier (now, any animal)
do -- tun
fodder -- Futter
God -- Gott
side, page -- Seite
sword -- Schwert
wide (far) -- weit
word -- Wort

IV. English k -- German ch

book -- Buch
cake -- Kuchen
disk -- Tisch (originally, a round slice from a felled tree trunk)
lark -- Lerche
make -- machen
sake, thing, matter, subject -- Sache
seek -- suchen
token -- Zeichen
week - Woche
weak -- schwach

V. English th -- German d, t

bath - Bad
bathe -- baden
brother -- Bruder
earth -- Erde
month -- Monat
oath -- Eid
path -- Pfad
seethe -- sieden
south -- Süden
thine -- dein
third -- dritt-
three -- drei
thou -- du
though -- doch
through -- durch
thumb -- Daumen

VI. English th -- German t

fifth -- fünft-
forth (out) -- fort
fourth -- viert-
hearth -- Herde
seventh -- siebent-
worth -- Wert

VII. English v, f -- German b

calf -- Kalb
deaf -- taub
dove -- Taube
evil -- übel
half -- halb
harvest (fall) - Herbst
love -- lieben
raven -- Rabe
to salve -- salben
to have -- haben
to shove -- schieben (o, o)
silver -- Silber

VIII. English y -- German g (or -ig)

day -- Tag
eighty -- achtzig
fly -- fliegen
holy -- heilig
lay (place) - legen
may -- mögen
penny -- Pfennig
say -- sagen
thirsty - durstig
twenty -- zwanzig
way (path) -- Weg
with yearning -- gern (e)
yawn -- gähnen
yellow -- gelb
yesterday -- gestern

IX. English y -- German j (a spelling change, not a sound change)

James -- Jakob
John -- Johann
rejoice -- jauchzen
yearly -- jährlich
yoke -- Joch
young -- jung

X. English -gh- (or g) -- often -ch- in German

daughter -- Tochter
dragon -- Drachen
eight -- acht
freight -- Fracht
fright -- Furcht
laugh -- lachen
light, brightness -- Licht
light, easy -- leicht
might -- Macht
naught, not -- nicht
night -- Nacht
plough (plow) - Pflug
right, correct -- richtig
sight -- -sicht

N. B. An interesting and fairly frequent vowel change: English o (long), or oa (long) is often equaled in German by -ei- (long): home (Heim); load, sorrow (Leid); no (nein); none, no (kein = nicht ein); oak (Eiche); oath (Eid); soap (Seife); token (Zeichen); clothe (kleiden); both (beide).

GERMAN SONGS

Sah ein Knab' ein Röslein steh'n

Sah ein Knab' ein Röslein steh'n,
Röslein auf der Heiden,
War so jung und morgenschön,
Lief er schnell es nah zu seh'n,
Sah's mit vielen Freuden.
Röslein, Röslein, Röslein rot,
Röslein auf der Heiden.

Knabe sprach: Ich breche dich,
Röslein auf der Heiden.
Röslein sprach: Ich steche dich,
Dass du ewig denkst an mich,
Und ich will's nicht leiden.
Röslein, Röslein, Röslein rot,
Röslein auf der Heiden.

Und der wilde Knabe brach
's Röslein auf der Heiden.
Röslein wehrte sich und stach,
Half ihm doch kein Weh und Ach,
Musst' es eben leiden.
Röslein, Röslein, Röslein rot,
Röslein auf der Heiden.

Das Gedicht - von Johann Wolfgang von Goethe (1771)

Die Musik - von Heinrich Werner (1827)

Weihnachtslieder

Christmas Song

Stille Nacht

(Silent night)

1.
Stille Nacht, heilige Nacht!
Alles schläft, einsam wacht
Nur das traute hochheilige Paar.
Holder Knabe im lockigen Haar,
Schlaf' in himmlischer Ruh',
Schlaf' in himmlischer Ruh'!

2.
Stille Nacht, heilige Nacht!
Hirten erst kund gemacht!
Durch der Engel Halleluja
Tönt es laut von fern und nah:
/: Christ der Retter ist da. :/

3.
Stille Nacht, heilige Nacht!
Gottes Sohn, o wie lacht
Lieb' aus deinem göttlichen Mund,
Da uns schlägt die rettende Stund',
/: Christ in deiner Geburt. :/

Weihnachtslieder
Christmas Songs

O Tannenbaum

(Melody: "Maryland, my Maryland"
or "O Christmastree, fair Christmastree")

1./:O Tannenbaum, o Tannenbaum,
Wie treu* sind deine Blätter! :/
Du grünst nicht nur zur Sommerzeit,
Nein, auch im Winter, wenn es schneit.
O Tannenbaum, o Tannenbaum,
Wie treu* sind deine Blätter!

2. /: O Tannenbaum, o Tannenbaum,
Du kannst mir sehr gefallen. :/
Wie oft hat nicht zur Weihnachtszeit
Ein Baum von dir mich hocherfreut!
O Tannenbaum, o Tannenbaum,
Du kannst mir sehr gefallen.

3. /: O Tannenbaum, o Tannenbaum,
Dein Kleid will mich was lehren: :/
Die Hoffnung und Beständigkeit
Gibt Trost und Kraft zu jeder Zeit.
O Tannenbaum, o Tannenbaum,
Dein Kleid will mich was lehren.

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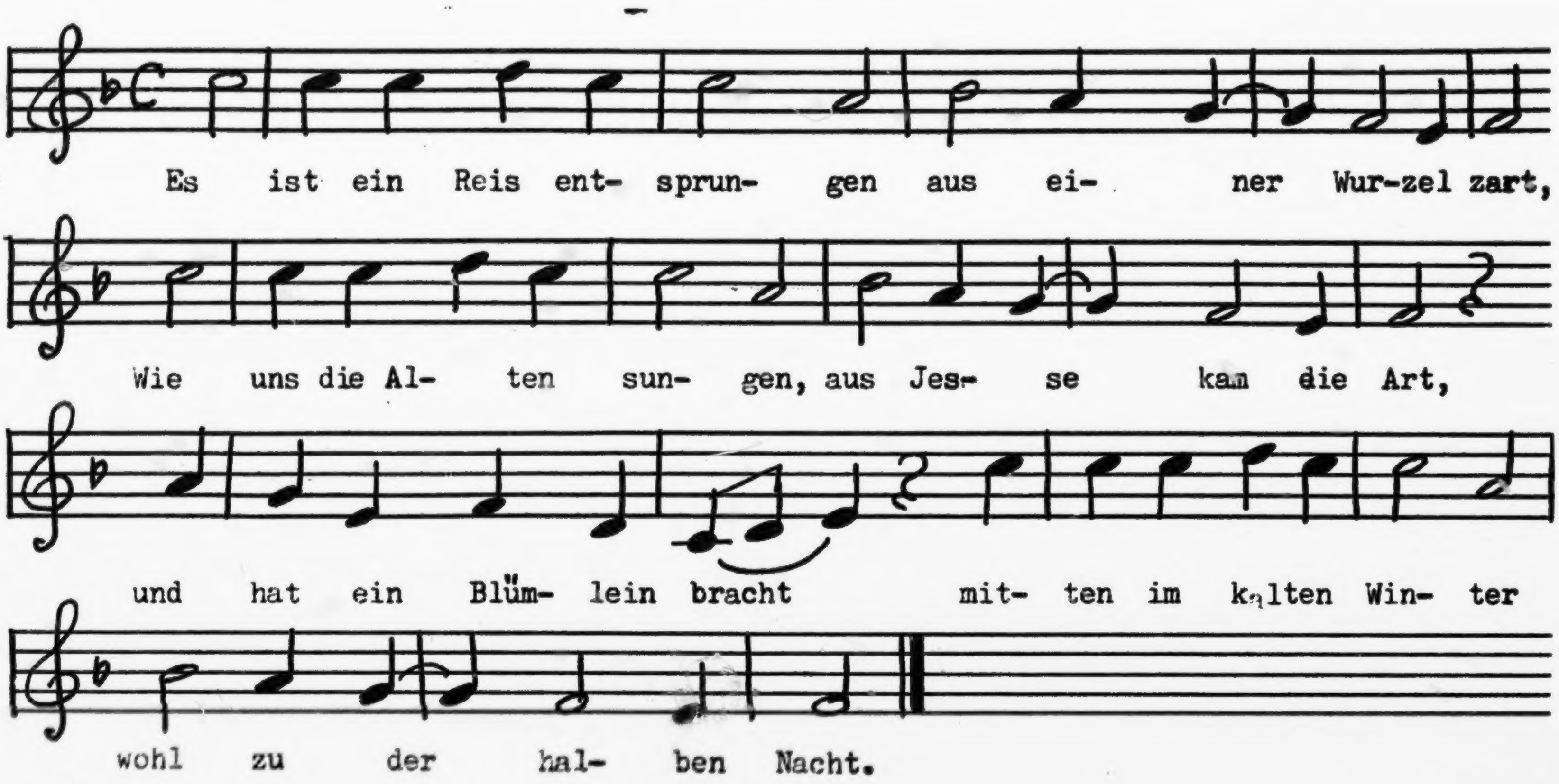
* In some parts of Germany, the word „grün"
is sung instead of „treu."

Weihnachtslieder
Christmas Songs

Es ist ein Reis entsprungen


Es ist ein Reis ent- sprun- gen aus ei- ner Wur-zel zart,
Wie uns die Al- ten sun- gen, aus Jes- se kam die Art,
und hat ein Blüm- lein bracht mit- ten im kalten Win- ter
wohl zu der hal- ben Nacht.

1. Es ist ein Reis entsprungen
Aus einer Wurzel zart,
Wie uns die Alten 'sungen,
Aus Jesse kam die Art.
Und hat ein Blümlein bracht
Mitten im kalten Winter
Wohl zu der halben Nacht.

2. Das Röslein, das ich meine,
Davon Jesaias sagt,
Hat uns gebracht alleine,
Marie, die reine Magd.
Aus Gottes ew'gem Rat
Hat sie ein Kind geboren
Wohl zu der halben Nacht.*

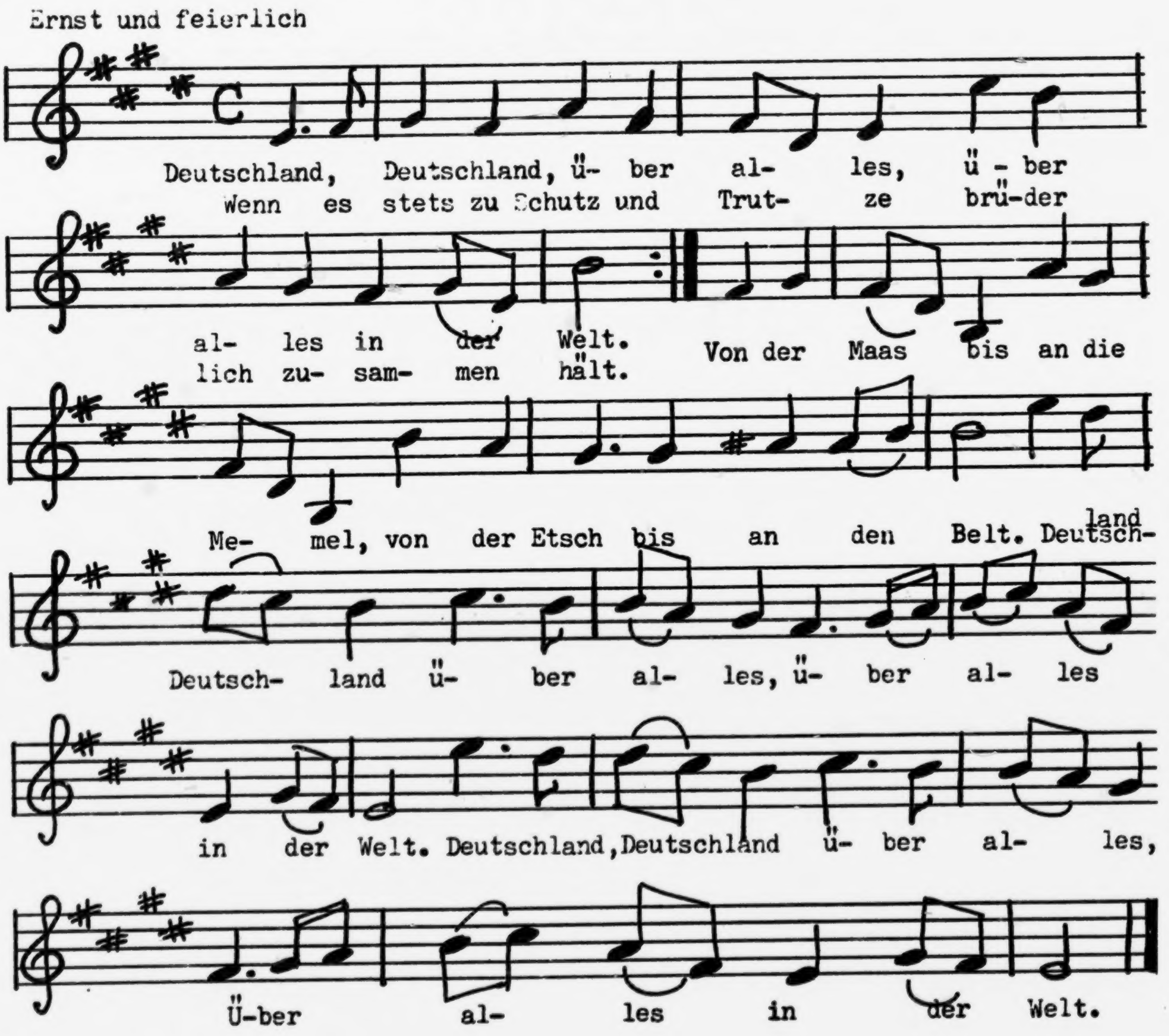
3. Das Blümelein so kleine,
Das duftet uns so süss,
Mit seinem hellen Scheine
Vertreibt's die Finsternis.
Wahr' Mensch und wahrer Gott,
Hilf' uns aus allen Leiden,
Rett' uns von Sünd' und Tod.

---

*In some parts of Germany, this line is sung as follows: „Und blieb ein' reine Magd."

Deutschland über alles
(German National Anthem)

Words by Hoffmann von Fallersleben, 1841 Music by Joseph Haydn, 1797

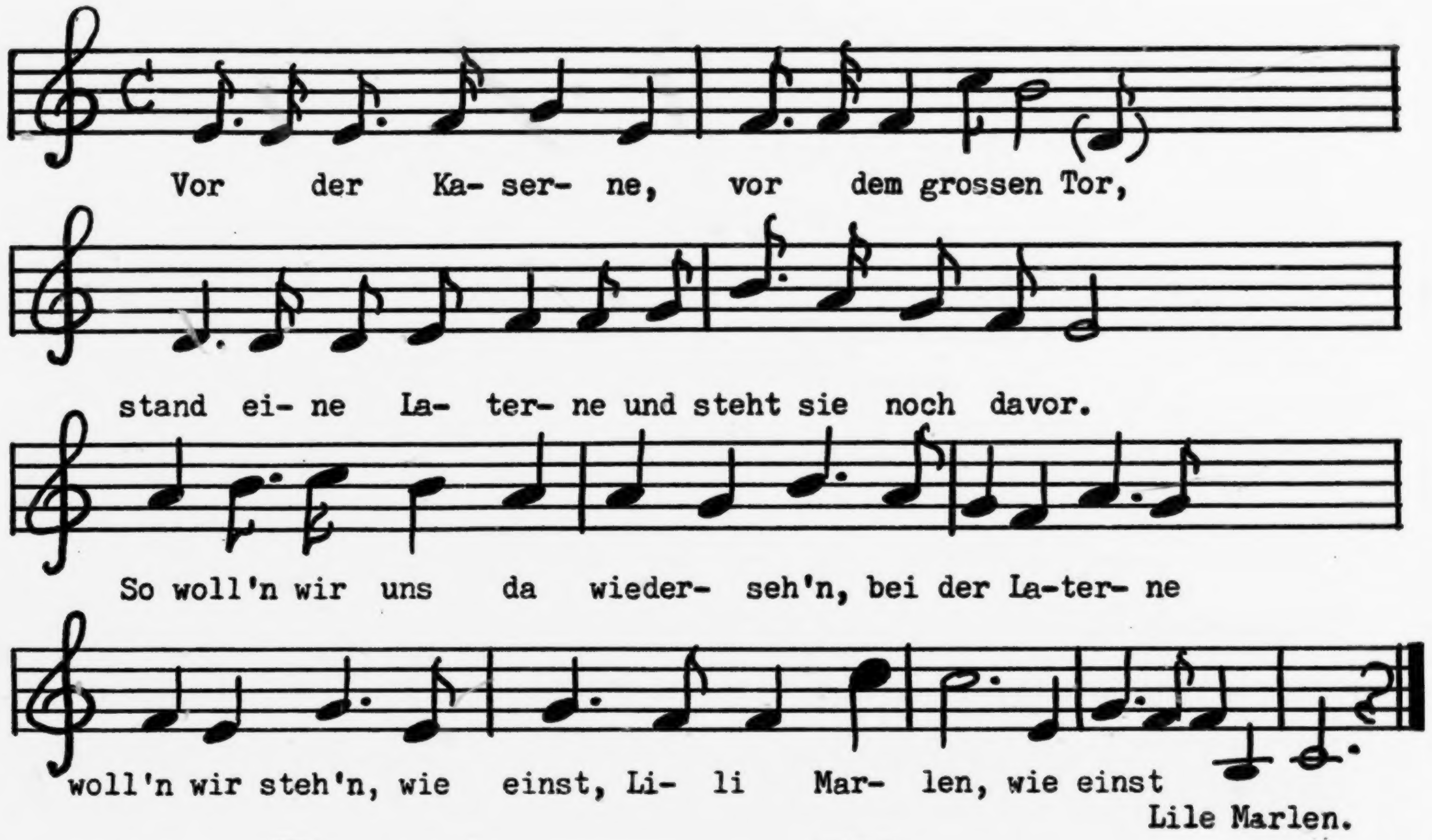

Ernst und feierlich
Deutschland, Deutschland, ü- ber al- les, ü - ber
Wenn es stets zu Schutz und Trut- ze brü-der
al- les in der Welt. Von der Maas bis an die
lich zu- sam- men hält.
Me- mel, von der Etsch bis an den Belt. Deutsch-land
Deutsch- land ü- ber al- les, ü- ber al- les
in der Welt. Deutschland, Deutschland ü- ber al- les,
Ü-ber al- les in der Welt.

1. Deutschland, Deutschland über alles, über alles in der Welt,
Wenn es stets zu Schutz und Trutze brüderlich zusammen hält,
Von der Maas bit an die Memel, von der Etsch bis an den Belt.
Deutschland, Deutschland über alles, über alles in der Welt!

2. Deutsche Frauen, deutsche Treue, deutscher Wein und deutscher Sang
Sollen in der Welt behalten ihren alten schönen Klang,
Uns zu edler Tat begeistern unser ganzes Leben lang.
Deutsche Frauen, deutsche Treue, deutscher Wein und deutscher Sang!

3. Einigkeit und Recht und Freiheit für das deutsche Vaterland,
Danach lasst uns alle streben brüderlich mit Herz und Hand!
Einigkeit und Recht und Freiheit sind des Glückes Unterpfand.
Blüh' im Glanze dieses Glückes, blühe, deutsches Vaterland!

Lili Marlen


Vor der Ka- ser- ne, vor dem grossen Tor,
stand ei- ne La- ter- ne und steht sie noch davor.
So woll'n wir uns da wieder- seh'n, bei der La-ter- ne
woll'n wir steh'n, wie einst, Li- li Mar- len, wie einst
Lile Marlen.

Vor der Kaserne, vor dem grossen Tor,
Stand eine Laterne und steht sie noch davor.
So woll'n wir uns da wiederseh'n,
Bei der Laterne woll'n wir steh'n,
Wie einst, Lili Marlen; wie einst, Lili Marlen.

Unsrer beider Schatten sah'n wie einer aus,
Dass wir so gern uns hatten, das sah' man gleich daraus.
Und alle Leute soll'n es seh'n,
Wenn wir bei der Laterne steh'n,
Wie einst, Lili Marlen; wie einst, Lili Marlen.

Deine Schritte kennt sie, deinen schönen Gang,
Alle Abend brennt sie, doch mich vergass sie lang;
Und sollte mir ein Leid gescheh'n,
Wer wird bei der Laterne steh'n
Mit dir, Lili Marlen, mit dir, Lili Marlen.

Aus dem stillen Raume, aus der Erde Grund
Hebt mich wie im Traume dein verleibter Mund.
Wenn sich die späten Nebel dreh'n,
Werd' ich bei der Laterne steh'n,
Wie einst, Lili Marlen; wie einst, Lili Marlen.

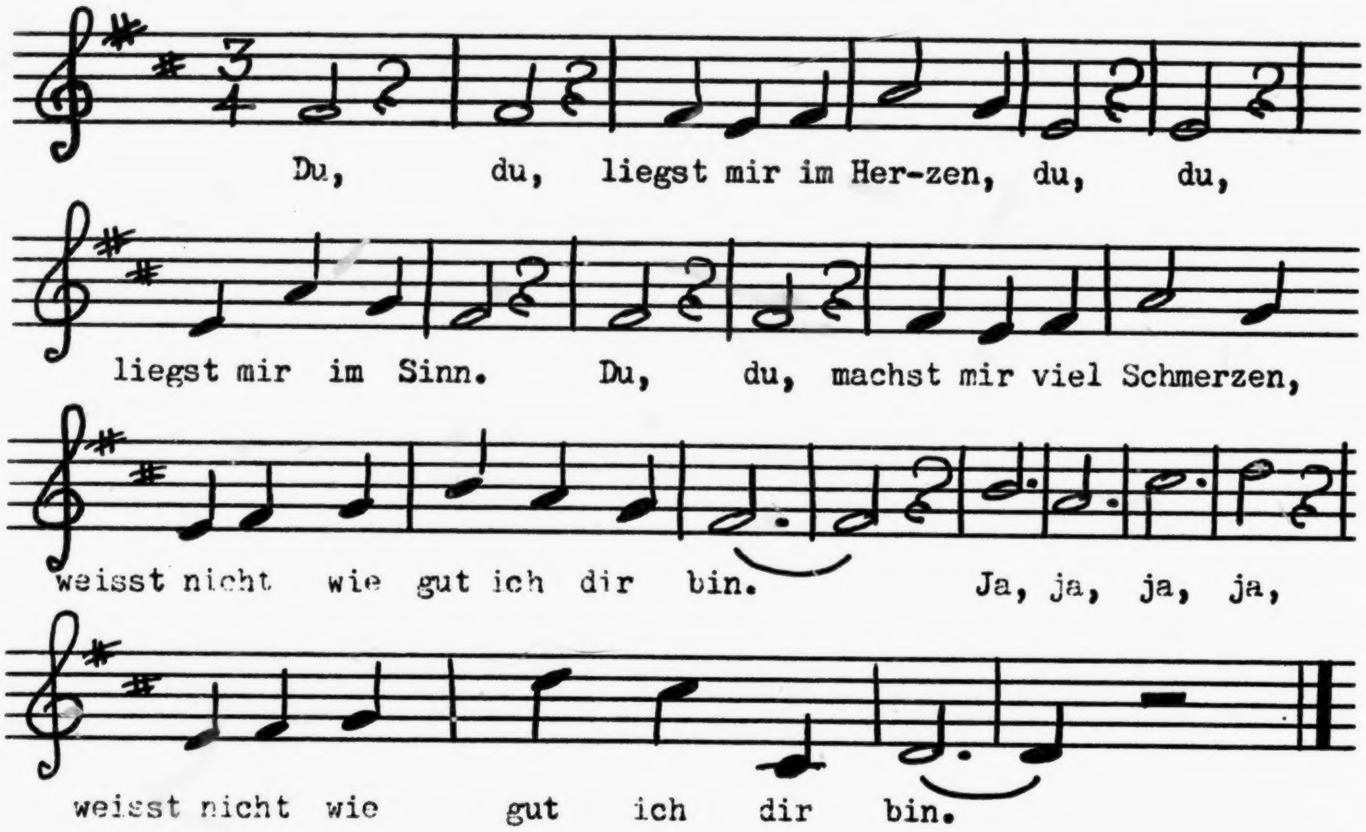
Zwei Herzen im Dreivierteltakt

(Two hearts in three-quarter time)

Zwei Herzen
Im Dreivierteltakt,
Die hat der Mai
Zusammengebracht,
Zwei Herzen
Im Dreivierteltakt
In einer Walzernacht.

Ein Viertel Frühling
Und ein Viertel Wein,
Ein Viertel Liebe,
Verliebt muss man sein.
Zwei Herzen
Im Dreivierteltakt,
Wer braucht mehr,
Um glücklich zu sein?

Du, du, liegst mir im Herzen


Du, du, liegst mir im Her-zen, du, du,
liegst mir im Sinn. Du, du, machst mir viel Schmerzen,
weisst nicht wie gut ich dir bin. Ja, ja, ja, ja,
weisst nicht wie gut ich dir bin.

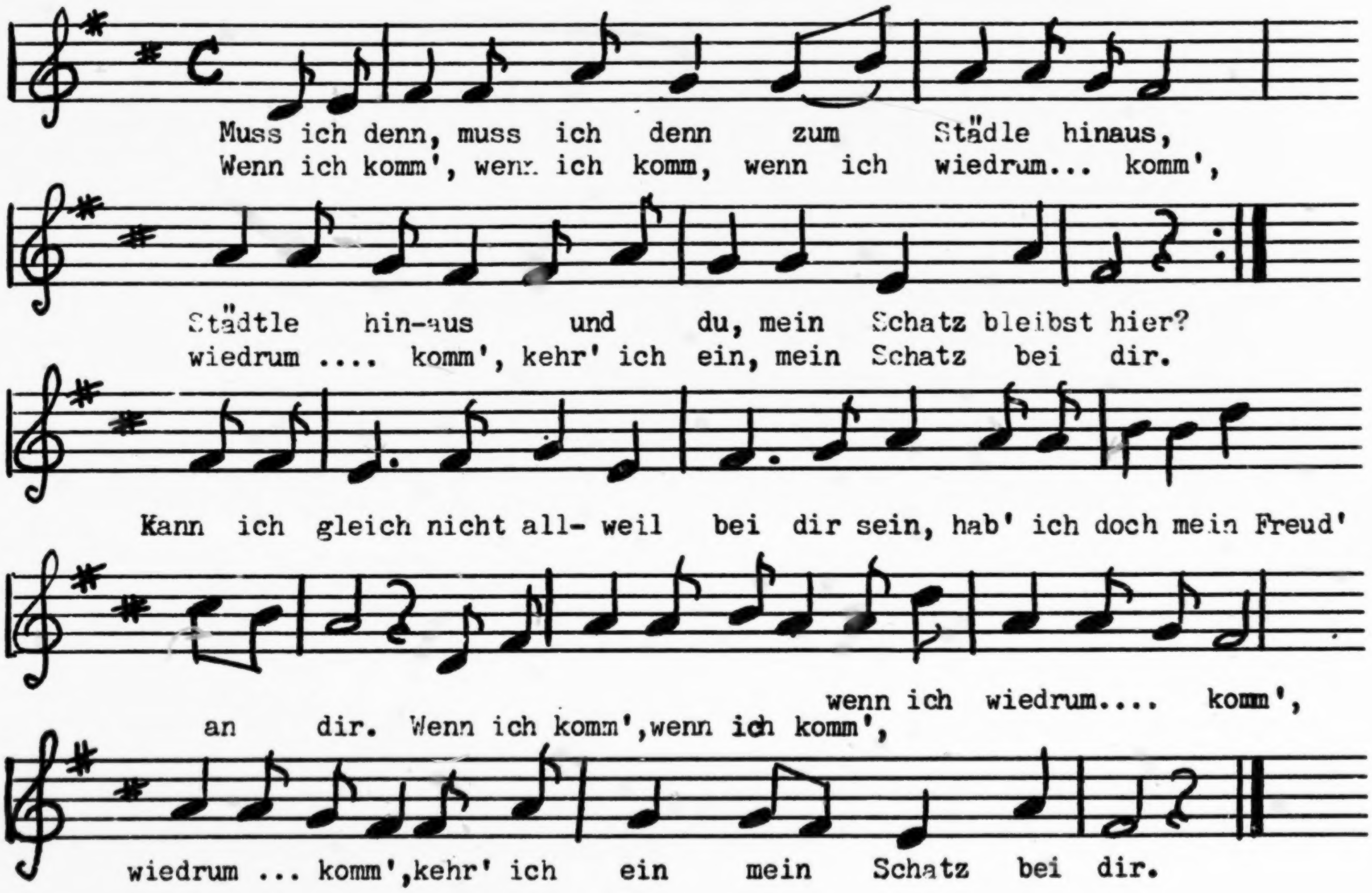
1. Du, du, liegst mir im Herzen;
Du, du, liegst mir im Sinn.
Du, du, machst mir viel Schmerzen,
Weisst nicht, wie gut ich dir bin.
Ja, ja, ja, ja,
Weisst nicht, wie gut ich dir bin.

2. So, so, wie ich dich liebe,
So, so, liebe auch mich.
Die, die zärtlichsten Triebe
Fühl' ich allein nur für dich.
Ja, ja, ja, ja,
Fühl' ich allein nur für dich.

3. Doch, doch, darf ich dir trauen,
Dir, dir, mit leichtem Sinn?
Du, du, kannst auf mich bauen,
Weisst ja, wie gut ich dir bin.
Ja, ja, ja, ja,
Weisst ja, wie gut ich dir bin.

4. Und, und, wenn in der Ferne
Mir, mir dein Bild erscheint,
Dann, dann, wünscht ich so gerne,
Dass uns die Liebe vereint.
Ja, ja, ja, ja,
Dass uns die Liebe vereint.

Muss ich denn


Muss ich denn, muss ich denn zum Städle hinaus,
Wenn ich komm', wenn ich komm, wenn ich wiedrum... komm',
Städtle hin-aus und du, mein Schatz bleibst hier?
wiedrum .... komm', kehr' ich ein, mein Schatz bei dir.
Kann ich gleich nicht all- weil bei dir sein, hab' ich doch mein Freud'
wenn ich wiedrum.... komm',
an dir. Wenn ich komm',wenn ich komm',
wiedrum ... komm',kehr' ich ein mein Schatz bei dir.

1.

Muss ich denn, muss ich denn, zum Städle hinaus,
Städle hinaus, und du, mein Schatz bleibst hier?
Wenn ich komm', wenn ich komm', wenn ich wied'rum komm,
Wied'rum komm', kehr' ich ein, mein Schatz bei dir.
Kann ich gleich nicht allweil bei dir sein,
Hab' ich doch mein Freud' an dir.
Wenn ich komm', wenn ich komm', wenn ich wied'rum komm,
Wied'rum komm', kehr' ich ein, mein Schatz, bei dir.

2.

Übers Jahr, übers Jahr, wenn wir Träubele schneid'n,
Träubele schneid'n, stell' ich hier mich wied'rum ein;
Bin ich dann, bin ich dann dein Schätzele noch,
Schätzele noch, so soll die Hochzeit sein.
Übers Jahr, da ist mein' Zeit vorbei,
Da gehör' ich dir und mir. Bin ich dann, bin ich dann
Dein Schätzele noch, Schätzele noch, so soll die Hochzeit sein.

Auf Wiederseh'n . . .

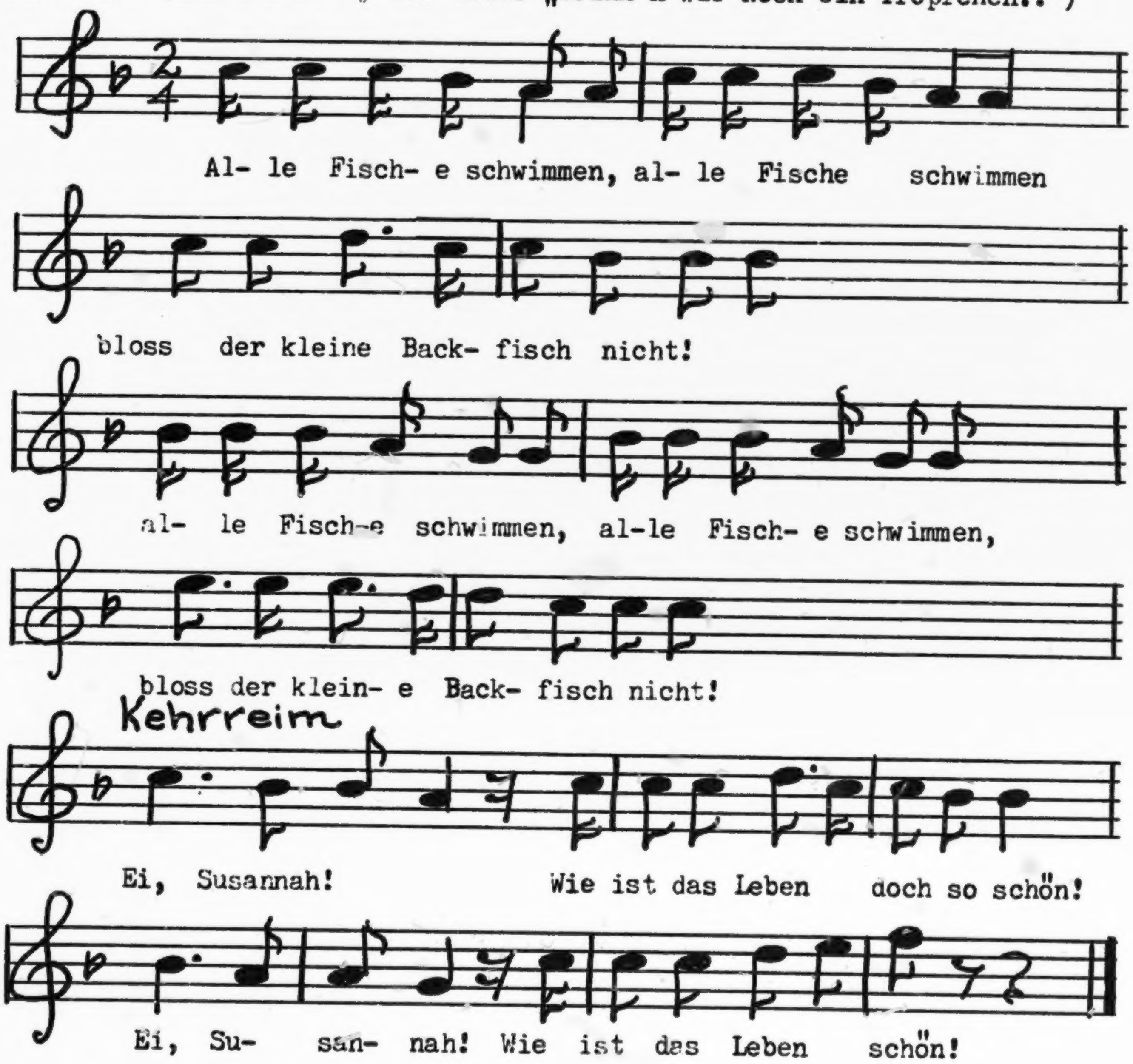
Auf Wiederseh'n! Auf Wiederseh'n!
Bleib' nicht so lange fort!
Denn ohne dich ist's halb so schön,
Darauf hast du mein Wort.
Auf Wiederseh'n! Auf Wiederseh'n!
Das eine glaube mir,
Nachher wird es
Nochmal so schön,
Das Wiederseh'n mit dir.

Weil wir uns gut verstehen,
Hab' ich dich gar zu gern bei mir.
Leider musst du schon gehen,
Ein Wort zum Abschied sag' ich dir;
Auf Wiederseh'n! Auf Wiederseh'n!
Bleib' nicht so lange fort!
Denn ohne dich ist's halb so schön,
Darauf hast du mein Wort.
Auf Wiederseh'n! Auf Wiederseh'n!
Das eine glaube mir:
Nachher wird es nochmal so schön,
Das Wiederseh'n mit dir.
Nachher wird es nochmal so schön,
Das Wiederseh'n mit dir.

Du kannst nicht treu sein

Du kannst nicht treu sein;
Nein, nein, das kannst du nicht,
Wenn auch dein Mund mir
Wahre Liebe verspricht;
In deinem Herzen
Hast du für viele Platz,
Darum bist du auch nicht
Für mich der richt'ge Schatz.

Alle Fische schwimmen (known also by the title „Trink'n wir noch ein Tröpfchen..")


Al- le Fisch- e schwimmen, al- le Fische schwimmen
bloss der kleine Back- fisch nicht!
al- le Fisch-e schwimmen, al-le Fisch- e schwimmen,
bloss der klein- e Back- fisch nicht!
Kehrreim
Ei, Susannah! Wie ist das Leben doch so schön!
Ei, Su- san- nah! Wie ist das Leben schön!

1. /: Alle Fische schwimmen, alle Fische schwimmen,
Bloss der kleine Backfisch nicht! :/

(Kehrreim: Chorus)
Ei, Susanna, wie ist das Leben doch so schön!
Ei, Susanna, wie ist das Leben schön!

2. /: Alle Bilder hängt man, alle Bilder hängt man,
Bloss das kleine Weibsbild nicht! :/ (Kehrreim)

3. /: Alle Möpse bellen, alle Möpse bellen,
Bloss der kleine Rollmops nicht! :/ (Kehrreim)

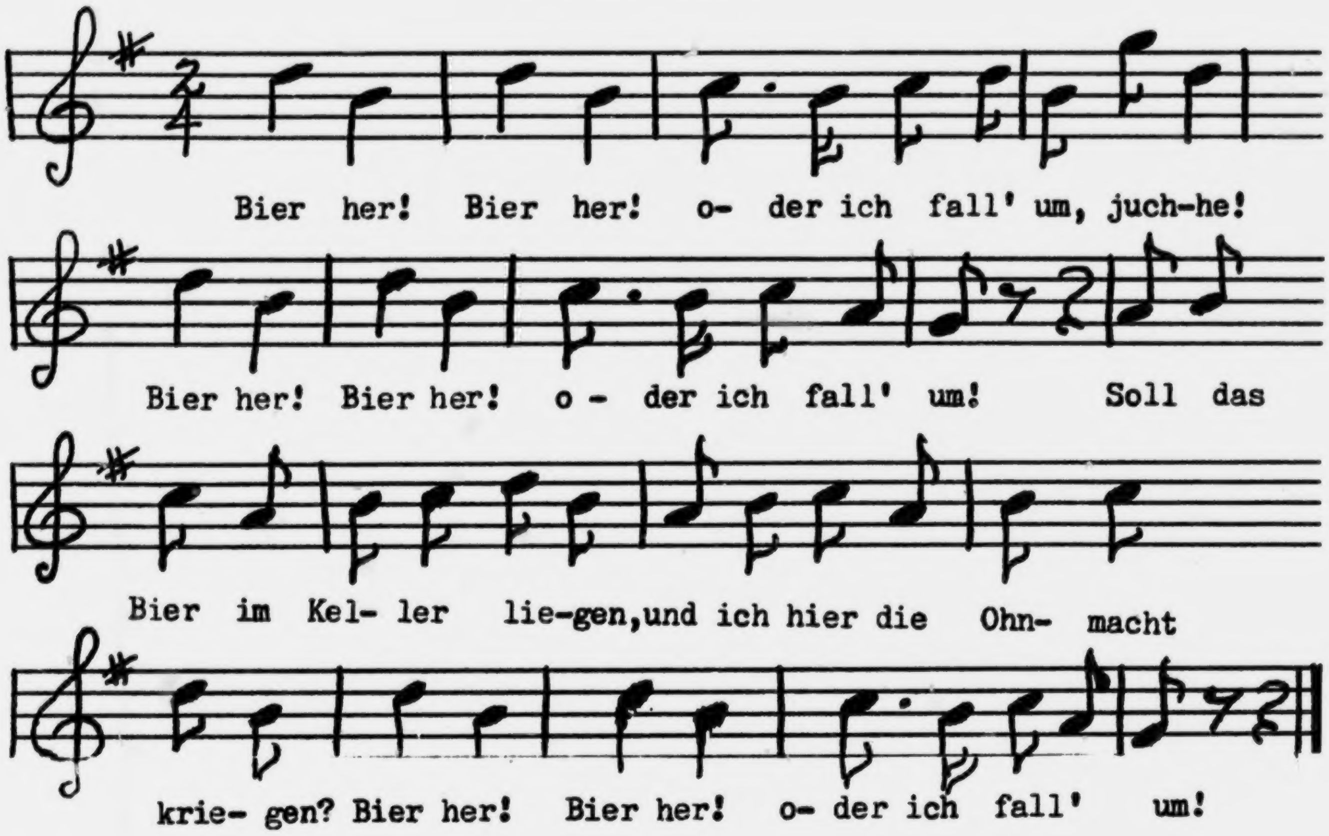
4. /: Alle Jahr' ein Kind, alle Jahr' ein Kind,
Bis sie vierundzwanzig sind! :/ (Kehrreim)

5. /: Trink'n wir* noch ein Tröpfchen, immer noch ein Tröpfchen,
Aus dem kleinen Henkeltöpfchen! :/ (Kehrreim)

* In some versions of this Trinklied (drinking song), this verse begins thus: „Trinke nur ein T..."

Note: The first three verses are based on puns.
This is a song which can readily be added to: there are many more verses than these.

Bier her, Bier her
(ein Trinklied)


Bier her! Bier her! o- der ich fall' um, juch-he!
Bier her! Bier her! o - der ich fall' um! Soll das
Bier im Kel- ler lie-gen,und ich hier die Ohn- macht
krie- gen? Bier her! Bier her! o- der ich fall' um!

Bier her! Bier her!
Oder ich fall' um, juch-he!*
Bier her! Bier her!
Oder ich fall' um!
Soll das Bier im Keller liegen,
Und ich hier die Ohnmacht kriegen?
Bier her! Bier her!
Oder ich fall' um!

*Alternate way to sing this line:
Oder ich fall' um, fall' um!

Note: Because of its brevity (it can be sung in 15 seconds), it makes a good fill-in when the class has a small amount of time left after the regular lesson before the bell. (These remarks can also be made concerning the song „Du kannst nicht treu sein," which can be sung in 20 seconds.)

Wer soll das bezahlen?

(Faschingslied)

(KEHRREIM)

//: Wer soll das bezahlen,
Wer hat das bestellt?
Wer hat soviel Pinke, Pinke,
Wer hat soviel Geld? ://

Sonntags da sitzt in der Wirtschaft im Eck'
Immer ein feuchter Verein.
Bis gegen zwölf schenkt der Wirt tüchtig ein,
Dann wird das Taschengeld spärlich.
Vorigen Sonntag nun brachte der Wirt
Runde um Runde herein,
Bis gegen zwölf der ganze Verein
Fragte: Herr Wirt, sag' uns ehrlich: (KEHRREIM)

Kürzlich, da sass ich solide und brav
Mit meiner Gattin zu Haus.
Plötzlich, da zog meine Gattin sich aus,
Wollt' mich mit Neuem ergötzen.
Was denn? So dacht' ich, das kenn' ich doch längst!
Doch was dann kam, das war neu:
Wäsche und Strümpfe und Schuhe dabei,
Da rief ich voller Entsetzen: (KEHRREIM)

Singrädlein
(Rounds)

1. O wie wohl ist mir am Abend, mir am Abend,
Wenn zur Ruh' die Glocken läuten, Glocken läuten,
Bim, bam; bim, bam; bim, bam!

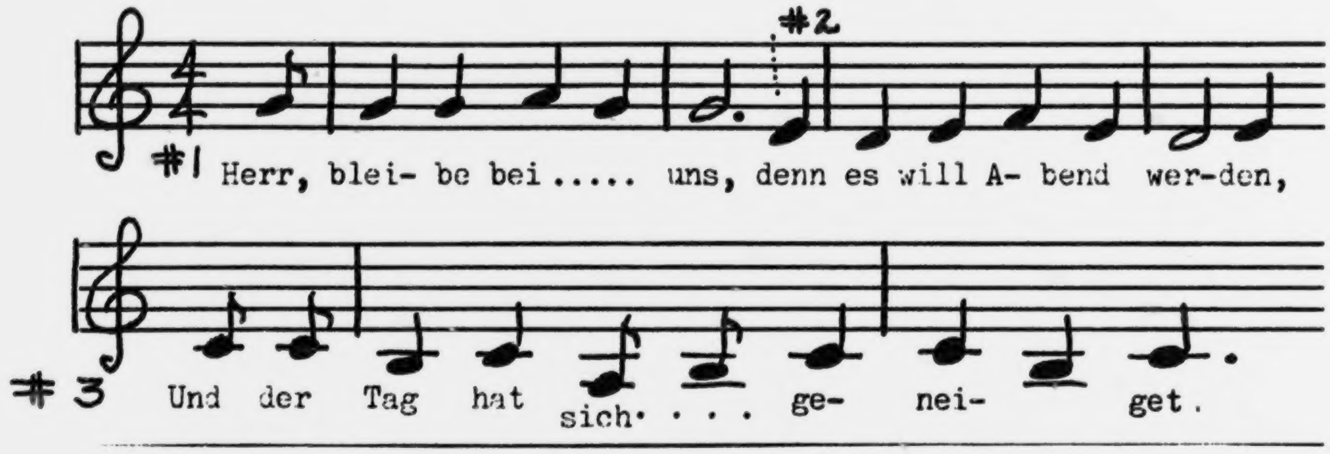
(Melody: "O how lovely is the evening")

2. Bruder Jakob, Bruder Jakob! /: Schläfst du noch? :/
/: Morgenglocken läuten; :/
Bim, bam, bum; bim, bam, bum.

(Melody: Frère Jacques")

3.
Herr, bleibe bei uns

Music for „Herr, bleibe bei uns"


#1
#2
Herr, blei- be bei ..... uns, denn es will A- bend wer-den,
#3
Und der Tag hat sich. . . . ge- nei- get.

Herr, bleibe bei uns, denn es will Abend werden, und der Tag hat sich geneiget.
(Note: On last singing of „geneiget," the last note is held (𝄐), like an "Amen.")

Note on presentation: These are three-part rounds, but they do not have to be sung as strictly three-part rounds. It has proved helpful to have each round sung (on tape) by an unaccompanied voice about a dozen times in succession (metronome audible in background). Half of the class then begins to sing part #1 when the taped voice begins his/her part #2. The other half of the class begins singing part #1 when the taped voice begins his/her part #3. This gives a striking effect and helps overcome student shyness and unspoken fear of not succeeding.

Der fröhliche Wandersmann

1. Mein Vater war ein Wandersmann,
Und mir steckt's auch im Blut;
Drum wand're ich froh, so lang ich kann,
Und schwenke meinen Hut.

Kehrreim (Chorus)
Valderi, valdera, valderi,
Valdera, ha, ha, ha, ha, ha,
Valderi, valdera,

Und schwenke meinen Hut.

2. Das Wandern schafft stets frische Lust,
Erhält das Herz gesund;
Frei atmet draussen meine Brust,
Froh singet stets mein Mund.
Kehrreim
Froh singet stets mein Mund.

3. Warum singt dir das Vögelein
So freudevoll sein Lied?
Weil's nimmer hockt, landaus, landein,
Durch and're Fluren zieht.
Kehrreim
Durch and're Fluren zieht.

4. Was murmelt's Bächlein dort und rauscht,
So lustig hin durch's Rohr?
Weil's frisch sich regt, mit Wonne lauscht
Ihm dein empfänglich Ohr.
Kehrreim
Ihm dein empfänglich Ohr.

5. Drum trag' ich's Ränzlein und den Stab
Weit in die Welt hinein,
Und werde bis ans kühle Grab
Ein Wanderbursche sein.
Kehrreim
Ein Wanderbursche sein.

Ein feste Burg ist unser Gott

von Martin Luther,
1483-1546

Ein feste Burg ist unser Gott,
Ein gute Wehr und Waffen.
Er hilft uns frei aus aller Not,
Die uns jetzt hat betroffen.
Der alt böse Feind
Mit Ernst er's jetzt meint;
Gross Macht und viel List
Sein grausam Rüstung ist;
Auf Erd' ist nicht seinsgleichen.

Mit uns'rer Macht ist nichts getan,
Wir sind gar bald verloren;
Es streit't für uns der rechte Mann,
Den Gott hat selbst erkoren.
Fragst du, wer der ist?
Er heisst Jesus Christ,
Der Herr Zebaoth,
Und ist kein and'rer Gott;
Das Feld muss er behalten.

Und wenn die Welt voll Teufel wär
Und wollt uns gar verschlingen,
So fürchten wir uns nicht so sehr,
Es soll uns doch gelingen!
Der Fürst dieser Welt,
Wie sau'r er sich stellt,
Tut er uns doch nicht,
Das macht, er ist gericht't:
Ein Wörtlein kann ihn fällen.

Das Wort sie sollen lassen stahn,
Und kein'n Dank dazu haben;
Er ist bei uns wohl auf dem Plan
Mit seinem Geist und Gaben.
Nehmen sie den Leib,
Gut, Ehr, Kind und Weib:
Lass fahren dahin,
Sie habens kein Gewinn,
Das Reich muss uns doch bleiben!

This song is called the "Battlehymn of the Reformation."

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